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ABSTRACT

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the three issues of volume II contain the following major articles: (1) "Focus: Cuyahoga Community College Opens Doors to All," by Monica Martines; (2) "Joint Development by the State of Ohio and Its Two-Year Colleges of a Law-Enforcement Technology Curriculum," by A. Bari Lateef; (3) "General Education: Should It Be Included as a part of Technical Education?" by Lloyd N. Monnin; (4) "Professors Bring Theater into Classroom against Tradition," by Franklin R. Koontz and Phillip A. Sinclair; (5) "A Comparative Study of the Planning, Implementation, and Evaluation Process of Audience-Committed and Non-Directed Technical Writing Students," by Timothy D. Nolan; (6) "Issue: Should Technical Education Courses Transfer?" by Clarence H. Schauer and David Miller; (7) "Can Your Catalogue Stand the Test of FTC (Federal Trade Commission) Guidelines?" by Louis W. Bender; (8) "A Personal Perspective on Some Challenges Facing Ohio's Two-Year Colleges," by Nolen M. Ellison; (9) "Focus: Washington Technical College Serves the Washington County Area," by Edward W. Holzapfel, Jr.; (10) "A New Approach to Industrial Engineering Technology," by Max Covert and Robert L. Pfau; (11) "Complaint Investigation: A Practical Approach to Speech for Engineering Students," by Paul A. Sukys; (12) excerpts from the "Ohio Board of Regents' Third Master Plan for Ohio Higher Education"; (13) "Issue: Is the Open-Door Policy Workable? Shouldn't the Open Door Sometimes Be a Revolving Door?" by Mary Lou Conlin; (14) "Keep Away from that Swingin' Door," by Anna Maria P. Barnum; (15) "Learning Technology: Chimera or Reality?" by Byrl R. Shoemaker; (16) "OATYC Focus on ATI (Agricultural Technical Institute)," by Marjorie Kramer; (17) "A Different Introduction to Mathematics in a Remedial Course," by Henry Hansen; (18) "Issue: What Role and Weight Should Student Evaluations Have in an Appraisal of a Faculty Member?" by Kenneth Olcott and C. Wayne Jones; and (19) "Education/Work Policy: A New Imperative, A New Prospect," by Willard Wirtz. (EJV)

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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OATYC JOURNAL

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THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

JOURNAL

OF THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

Vol. II No. I October 1976

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Assocation to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

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GUEST COMMENT: A LETTER OF INVITATION

Dr. Robin R. Livesay

Dear Colleague:

We hope you are planning to attend the OATYC Conference, November 5 and 6, at the Hospitality Inn, off Interstate 71 at Bagley Road near Cleveland. The focus of this year's conference is depicted by our theme symbol. The two-year college faces many issues and problems with many possible alternatives and directions in this Bicentennial Year. We are not naive enough to pretend that we can solve these problems in a two-day conference. I am hoping, however, that we can collectively accept the challenge and identify our concerns, discuss those concerns, and present some ideas for solutions.

Plans are progressing for our session meetings in various disciplines. Dr. Nolen Ellison, President of Cuyahoga Community College, will be our keynote speaker Friday evening and will share with us his view of some of Ohio's two-year college problems. The ballroom has been reserved for you -- some entertainment, some small group discussions, and some visiting with your colleagues and friends will follow Dr. Ellison's address. Let's be ready to talk about some of the nitty-gritty challenges that effect all of us, i.e., tenure, salary, collective bargaining, academic freedom, legislation, court actions, job placement, and the objectives of all our labor -- quality education that meets the needs for our students and for our community.

OAYTC is a professional organization which could be and should be the state umbrella for all our educational interests and should support OVA, BETA, ATEA, GEO, and all other special organizations. Come join us and share in an organization created by and for Ohio's two-year colleges. Your involvement will make OAYTC and our autumn conference better.

Cordially,

Robin R. Livesay
President-Elect
OAYTC

James D. Fullen

COMMENT: THE CHALLENGES -- NEWNESS, DIVERSITY, AND THEIR COROLLARIES -- AND THE ANSWER

Some men see things as they are and say, "Why?"
I dream things that never were and say, "Why not?"
--Robert Kennedy

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In contrast with the four-year colleges, Ohio two-year colleges are new. Our newness is our basic problem, but also a basic strength: We must forge our own identity. In Ohio the forging of an identity is complicated by our distinctive types of two-year colleges -- community, junior, general and technical, technical, and regional campuses. However, our basic challenge and its corollaries are family ones. At the coming conference, we will address ourselves to the concerns and the resultant multi-directions of and for the Ohio two-year colleges. It is vital that we see these areas of concern not as problems but as challenges; it is equally vital that we meet them together.

Indeed, these challenges and the diversity of their answers are ponderous, and many times become discouraging to us. As believers and working members in and for the cause of the two-year colleges, we are tempted to become cynical and defeated, often sharing Simon Bolivar's despondency: "I have plowed the sea." A common definition of a cynic is that of Ambrose Bierce: "A blackguard whose faulty vision sees things as they are and not as they ought to be." Definitions of "cynic" such as those of Bierce, Shaw, Twain, and others are often repeated because cynicism is a common reaction to problems; though a negative one, it is the easier. But just as natural a reaction is that of the believer who sees problems as challenges, meeting them with zeal and verve, seeking to determine his own destiny in spite of difficulties.

Cynicism and zeal are equally infectious: This is why we must view these areas as concerns and challenges rather than as problems and troubles. Benjamin Franklin wrote, "If a man could have half his wishes, he would double his troubles." It is far better that we, the two-year college educators, obtain half our wishes than that we diminish the number of our troubles. Further, because of the immensity of our mission -- to educate anyone in anything -- we, as a family, set ourselves an impossible goal. But it is imperative that we maintain and share such a goal. For example, in the Montreal Olympics, 14-year-old Nadia Comaneci was able to score 7 perfect scores of 10 out of 16 performances in gymnastics even though, up until then, not a single perfect score had been achieved. Too, it is only by keeping our eyes fixed upon our common, farsighted goal that we have realized any success.

The answers to our corollary challenges, likewise, are to be found not in what is wrong but in what is right. This positive approach was the exemplary spirit of this year's Democratic Convention in New York. Referring to the Democratic defeats of 1968 and 1972, Walter Mondale charged, "We were defeated not by our opponents but by ourselves." Perhaps this positivism was better stated in the keynote address of Barbara Jordon when she concluded: "Citizens of America deserve more than a recital of their problems ... If we promise, we must deliver; if we propose, we must produce; if we sacrifice, it must be worthy ... We must seek to remove the obstacles ... We must form a national community -- individually." These words are equally applicable to us.

Diversity no exception, the answer to our basic identity and its corollary challenges lies within the believers, we who are the two-year college educators -- collective and individual. Any one of us is part of the answer; all of us, working together, is the answer.

-- James D. Fullen

TEXT

OATYC CONFERENCE

OATYC JOURNAL FEATURE: CHALLENGES TO OHIO'S TWO-YEAR COLLEGES

ADEQUATE FINANCING

Contributed by David Miller of Owens Technical College

The number one problem facing Ohio's two-year colleges is maintaining adequate financing. As enrollments have risen and Ohio Board of Regents funding has been curtailed, we have already begun to feel the crunch of crowded facilities and limited funds for staffing and expansion. Many two-year colleges are faced with crucial decisions about increasing student fees. A decision to take any of these steps could have serious consequences in the areas of recruitment, academic integrity and placement. Therefore, solutions to this problem will have far-reaching effects on the future of the two-year college and must be considered with great care.

THE VALUE OF A COLLEGE EDUCATION

Contributed by Robert L. McElwee of the Wayne General and Technical College

The economic times in which we live are without precedent. The cost of living continues to rise while, simultaneously, sizable unemployment persists. Those who are graduates of high school and those who would graduate from college are asking themselves: "College, why bother?" The answer can no longer be simply: "Well, it will help you get a job." That's no longer absolutely true. Admittedly, there is still a relation between education and employment and between level of education and lifetime remuneration. The relation, however, is weakening. Moreover, in many disciplines the kinds of jobs available without graduate preparation are increasingly limited. Consequently, it appears that in affluent America higher education must turn its attention to life enrichment, not avocational and hobby concerns, but how disciplinary prospectives can enhance one's life or, in other words, personal edification. All of this brings forth the matter of disciplinary relevancy in teaching. This is particulary crucial for two-year colleges whose student populations include many individuals who are returning to school after several years.

PRESENT TRENDS IN FUNDING

Contributed by Thurman Grass of North Central Technical College

While there are many problems that the two-year college must face today, there seems to be one hurdle of gigantic proportions -- money. This problem is manifest in the following areas: salaries, budget cuts by the Legislature and Governor, inadequate funding by the Ohio Board of Regents, and improper funding for off-campus and one-year certificate programs.

FOCUS: CUYAHOGA COMMUNITY COLLEGE OPENS DOORS TO ALL

Monica Martines

Every issue, the JOURNAL will provide a visit to one of Ohio's two-year colleges. This quarter, the JOURNAL focuses upon Cuyahoga Community College, the very first and the very largest of Ohio's community colleges.

Cuyahoga Community College, Ohio's first public community college, is a two-year institution of higher education whose aim is to provide comprehensive educational opportunities to the citizens of the community it serves.

Now, as when it was chartered in December of 1962, CCC's instructional programs serve the educational, career, and technical-occupational needs of Cuyahoga County residents and are complemented by a wide range of community and student services.

According to Dr. Nolen Ellison, District College President, "Cuyahoga Community College provides locally determined education, an open-door admissions policy, lowest tuition possible, and a commitment to the lifelong learning process."

CCC is one College with three major campuses -- Eastern in Warrensville Township, Metropolitan in downtown Cleveland, and Western in Parma -- and a District Administrative Services Building.

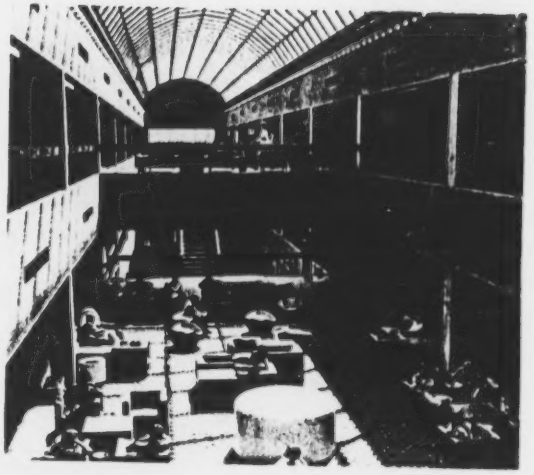
It has grown from an initial first day enrollment of nearly 3,000 students on September 23, 1963, -- the largest opening enrollment in the history of the community junior college movement -- to more than 27,000 students in the fall of 1976. CCC's current enrollment makes it the third largest higher education institution in the State of Ohio. In addition, 10,000 persons benefit each year from the College's numerous non-credit classes, workshops and seminars.

CCC's first classes in 1963 were held in the Brownell Building, a 19th century schoolhouse leased from the Cleveland Board of Education and located on East 14th Street in downtown Cleveland. Brownell was renovated and equipped through the generous support of individual donors, foundations, business, labor and industry.

Growing enrollments soon made it necessary for the College to acquire additional space. Through arrangements made with suburban school systems, CCC began offering evening classes for its students at three locations in the east, southwest and west sides of the county and leased more space in several downtown buildings.

In the fall of 1966, CCC became a truly multi-campus operation. That September, the Western Campus was opened on the site housing the former Crile Veterans Hospital in Parma Heights with an enrollment of almost 2,800 full-and part-time students. Just one month later, ground was broken for a permanent Metropolitan Campus on a 40-acre site in downtown Cleveland at East 30th Street, near Woodland Avenue.

Opening of a third campus -- Eastern in Warrensville Township -- in the fall of 1971 enabled the College to further its commitment of providing educational opportunities to persons throughout the County.



GALLERIA IN HEART OF CCC'S WESTERN CAMPUS is a three-story central activities area containing counseling, financial aid, and placement services, as well as a library, snack bar, cafeteria and study area.

In the three years that followed, construction of a new $30,000,000 Western Campus facility neared completion, CCC took occupancy of its newly-complete and centrally-located District Administrative Services Building, and a study began on a search for a possible site for a permanent Eastern Campus.

The most important part of Cuyahoga Community College's past, however, is the 175,000 students who have entered its doors since 1963. They contribute significantly to the College's present and future goal of making the entire County its campus.

Dr. Ellison Heads College

DR. NOLEN ELLISON
President of CCC

Each College has a president, but Dr. Nolen Ellison, District President since 1974, is chief administrative officer for the entire Tri-campus system. His office is located in the District Administrative Services Building.

Dr. Ellison, 34, assumed his present position in July, 1974. He has a doctorate from Michigan State University, and, while there, was an administrative assistant for the acclaimed Kellogg Foundation Project for Community Colleges. He also served as director for the University's Center of Urban Affairs. In 1971, he was named assistant to the president of Michigan State University. Before coming to CCC, he served for two years as president of Seattle Central Community College in Washington State.

Under Dr. Ellison's leadership, Cuyahoga Community College has recently examined and revitalized its mission statement in order to better serve student needs of our rapidly changing society. CCC faculty, staff, students, trustees and community representatives devoted two days to an intensive working session. The result was the following Mission Statement which focuses on CCC's role in the community:

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"Cuyahoga Community College is a public, open door two-year community based college accessible with a minimum of barriers to all. Its mission is to provide low-cost, quality, lifelong educational opportunities and to assume leadership in a metropolitan multi-racial setting for meeting the changing needs and improving the quality of life for the individual and the community."

The Mission Statement charts out Cuyahoga Community College's belief in and commitment to providing educational opportunities to any citizen who can profit from them. The College welcomes those who wish to develop abilities beyond their present skills, whether students plan to continue studies at a four-year college, or to broaden their cultural or social lives. CCC believes it must give students a better understanding and appreciation of themselves and their environment and help them evaluate objectively new ideas and concepts. Since learning extends beyond the classroom and the campus, CCC strives to promote the intellectual activities of the community and to help enrich the culture of the area which it serves. Such a philosophy requires that Cuyahoga Community College maintain and heighten academic teaching excellence.

Students, Interests, Programs Vary

Students attend CCC from all walks of life and all parts of the country. In addition, 6% of the student population comes from outside the county and pays higher tuition rates. At present, 66% of the student population is Caucasian, 31% is Black, 1% Asian and 1% Hispanic. Some students are from foreign countries -- the farthest to date is Thailand.

About 25% of the students enrolled in the College are employed part-time; half hold down full-time jobs. About 30% are enrolled in the University parallel program or general studies programs, and 70% in career and technical programs.

Part-time attendance is two to one over full-time learning. More than 50% of the students attend classes in the evenings or on weekends. Median age of students is about 25 for part-time students and 21 for full-time enrollees. Statistics show that 60% of the students are single, and 50% are female. Approximately 23% receive financial aid. The most rapidly growing group of students seems to be married women, many of who also hold down full-time jobs.

Cuyahoga Community College exists through the support of the county and state in which it resides. As a locally controlled and administered institution, the College is especially attuned to its own community -- Cuyahoga County.

This close identification with its home area, one of the prime advantages of the comprehensive community college, leads to a diversity of education, occupational and cultural offerings designed specifically to meet the needs of the area's residents. Some of these offerings are traditional or conventional, but many represent a bold and imaginative step beyond the ordinary.

Recognizing that students differ greatly in experience, needs, capacities, aspirations and interests, the College pursues the following major purposes: academic preparation for advanced formal study; career preparation; community services; general education; and educational and occupational counseling.

The Arts and Sciences Program provides the first two years of traditional college curriculum; included in these offerings are University Parallel sequences for students who wish to transfer to four-year colleges and universities. Credits earned in this curriculum may be transferred to colleges and universities as the first and second years of a Bachelor's Degree Program.

Another major objective of Cuyahoga Community College is to develop a comprehensive series of technological and business courses to fulfill the occupational needs of the community's citizens and employers. The Career Program works toward this objective by offering specialized instruction in some 45 occupational fields in business, engineering, health and public service technologies.

The significance of CCC's career program is derived from its immediate relevancy to the dynamic manpower situation in the Greater Cleveland Community. Trained and skilled personnel are needed to meet new and increasingly exacting qualifications in many fields. Today, it is estimated that one-fourth of the entire United States labor force is working in technical and paraprofessional positions that did not even exist in 1930. The career program prepares the student to step directly into this fast-moving age of technological advancement. These fields include such areas as Emergency Medical Technician Training, Respiratory Therapy, Micro-Precision Technology, Aviation Technology, Early Childhood Education, Data Processing, Hospitality Management, and Watch Repair.

The College's Community Services Program offers a broad range of cultural, educational and occupational offerings to residents of the Greater Cleveland community. Community Services are "community based" in the sense that CCC is commited to making such programs available throughout the community as well as at campus locations.

A variety of late afternoon, evening and weekend courses, both credit and non-credit, are available to students of all ages. The time, place, and subject matter of these offerings are determined by community interest and needs. The credit offerings, with few exceptions, do not differ from those within the regular instruction program.

EVENING CLASSES at all Cuyahoga Community College's three campuses are well-attended by citizens eager to avail themselves of CCC's many programs. This brightly lit building is the Metropolitan Campus Library, a resource center housing 70,000 books, the College computer center, Campus newspapers and Community Services.

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Non-credit offerings, however, are designed to meet specific educational requirements outside the regular instructional program. They often include one-day seminars, programs combining facets of regular College courses, and workshops. Others have focused on retraining employees for area businesses and industry, and refresher programs for nurses. The College also provides an extensive range of seminars for business and industry on such topics as the Federal Occupational Health and Safety Standards.

All three CCC campuses feature many non-credit courses each quarter. These have included such topics as bookeeping, oriental crafts, slimnastics, photography, wines of America, pre-retirement planning, tennis, yoga, karate, and many more subjects. Many evening and some day courses are offered at off-campus locations, including retirement centers, high school facilities and area hospitals. The Community Services Program also conducts a variety of continuing education programs tailored to meet specific cultural or economic needs. These include:

– *Project Eve*, offered through the Community Educational Services Division at the Metro Campus, opened in 1966 and is a vocational and educational counseling referral service for women. EVE has served over 8,000 women with individual and group counseling and with programs designed to assist in the process of developing immediate and long-range goals in life planning.

– *Project Search* is a comprehensive educational counseling program which has served more than 5,000 persons since 1967. Search operates an east side and a west side center. Special counseling for veterans is also offered at these centers. (Project Search Veterans Program)

– *Eastern's Program for the Elderly* has enrolled more than 300 senior citizens each academic quarter at four retirement centers. A full range of both credit and non-credit courses are offered at area high schools during evening hours in Eastern Cuyahoga County.

–*Cuyahoga Community College's Community Services Program* also fosters active involvement between the community and the College. Non-profit organizations and community residents are encouraged to use the College facilities for meetings and other events. For example, the Metropolitan Campus Auditorium has served as home of the Cleveland Philharmonic Orchestra and the Fairmount Dance Theatre.

– *The Department of Black Affairs* at the Metro Campus was established in the fall of 1970 to help prepare people to live more equitably in a multi-culture society. The objectives of the Department are to provide a more accurate view of African and African-American heritage and culture, to enhance the self-concept of African-Americans, to provide a relevant education for African-Americans, and to help prepare students for careers in today's and tomorrow's world. Black studies courses are available to all students in a variety of subject areas. Credit courses are available which deal directly with the Black experience -- the culture, economics, history, language, politics, psychology and social institutions of the African-American.

– *The Early Childhood Learning Center* was established on the Metropolitan Campus in August, 1972. The Center provides a full child-development program for a limited number of children, age 3 to 5 years. It relates to other campus departments by providing opportunities for students to volunteer, engage in practice or intership experiences.

– *The Ethnic Heritage Center* opened in the fall of 1971 and was founded to help bring about awareness of ethnic groups -- primarily European, Asian, Applachian, American Indian, Spanish-speaking -- of their contributions to American Society. Among events sponsored by the Center have been recitals, concerts, dance festivals and conferences, such as Conferences on World Food Crises, Conference on World Population Programs and Youth Conferences on Ethnicity. Courses in ethnic culture and conversational languages are offered as part of the Continuing Education Program through the Ethnic Heritage Center.

– *The After School Program, Summer Sports Camp* and other activities including some non-credit classes are especially tailored to the needs of school-age children. Program aims are to provide children with cultural, academic, recreational and social activities as well as opportunities for personal growth and development.

– *Credit in Escrow* offers courses to unusually advanced high school students which may later be applied as credits toward a degree at CCC or some other institution.

College has Three Campuses

The first of the three Cuyahoga Community College campuses was built in downtown Cleveland and called, appropriately, the Metropolitan Campus. The modern 10-unit complex was built at a cost of $38.5 million dollars and opened in the fall of 1969. More than 12,000 students are enrolled at Metro.

Metro is easily accessible by bus and rapid transit. The Campus has both paved outdoor lots and well-lit, supervised, underground parking garages. For handicapped persons, there are ramps and elevators. Metro's award-winning landscaping includes multi-level courtyards, greenery, shrubs, and a dramatic fountain.

The largest campus building is Science and Technology. It contains 13 laboratories with the most modern equipment geared to tomorrow's jobs in industry and health careers.

The Western Campus of the College, often described as the "Campus in the Park," is a dramatic new six-building complex located at 11000 Pleasant Valley Road, in Parma. It was dedicated on October 13, 1975.

More than 10,800 people are enrolled at Western, taking arts, sciences, business and technology offerings in every subject area from law enforcement to sculpture.

Established to serve the Eastern portion of the county, the interim Eastern Campus is located at 25444 Harvard Road, Warrensville Township. More than 4500 students are enrolled.

Since October, 1971, when the first students were enrolling in a trailer parked on a grassy field, the Campus has grown steadily. By the fall of 1972, a two-story addition to the temporary one-floor building was under construction. In 1975-76, a second two-story addition was built. Presently, College officials are planning a permanent $20-million-dollar Eastern Campus to serve as home base for community-college education in the area.

Since Cuyahoga Community College opened its doors in 1963, the College has continued to expand in space, buildings, student numbers, programs and courses offered.

Yet, according to Dr. Ellison, a large segment of Cuyahoga County has not yet felt or been aware of what the College has to offer. Thus, the college must continue to program for future community educational needs.

Evidence of Dr. Ellison's commitment to CCC's continued growth and progress is his stated belief that "Community Colleges may well represent the final proving ground for our nation's 200 years of struggle and progress toward becoming truly a land of opportunity for all its people."

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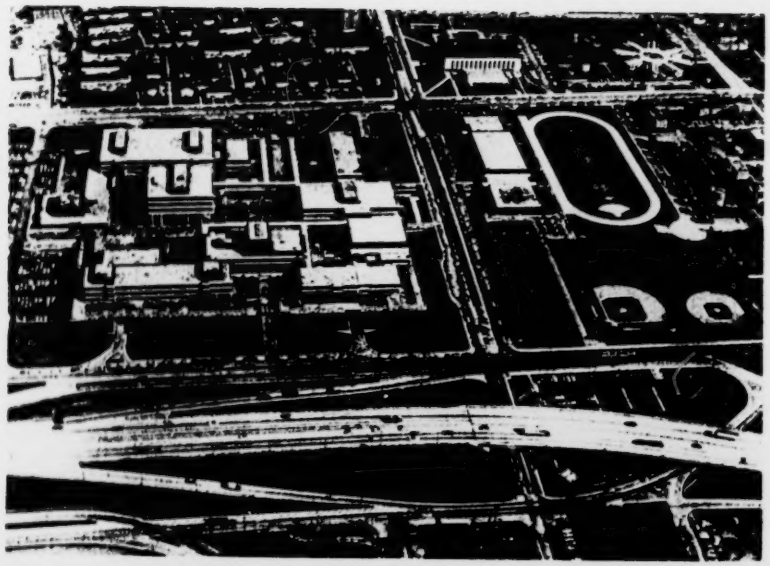

BIRD'S EYE VIEW OF CCC'S Metropolitan Campus, a $38.5 million dollar, 10-building complex, located in downtown Cleveland and enrolling nearly 14,000 students, is one of three campuses which serve residents of Cuyahoga County.

JOINT DEVELOPMENT BY THE STATE OF OHIO AND ITS TWO-YEAR COLLEGES OF A LAW-ENFORCEMENT TECHNOLOGY CURRICULUM

A. Bari Lateef

There are about forty-thousand police agencies in the United States, each organized roughly in the same way under similar legal codes -- each agency being responsible to a local government. Ohio alone has 1,134 law-enforcement agencies employing a police force of 17,047 full-time police officers. Perhaps there is no public agency other than the police (with the exception of schools) that affects the lives of so many people. In a democratic society the police occupy a special place among the institutions of the government: No other governmental agency has the legitimate power of enforcement including physical force. Such power imposes great responsibility on the police -- institutionally and individually.

Though great value is placed on education in American society, there has not been much attention given to the training of police officers, though they are assigned awesome responsibilities. In some smaller communities police officers are locally recruited without civil service testing; and because they are paid very low salaries, many have second jobs. In many police departments, learning has been by apprenticeship rather than through formal training procedures and rules having been passed along by word of mouth rather than written instruction. It was not until 1965 that the Ohio General Assembly enacted legislation creating the Ohio Peace Officers Training Council (OPOTC). This council established a mandatory requirement, effective January 1966, that peace officers go through a standard training program. The latest requirement is 280 hours of such training, and all peace officers presently appointed must complete the required training within one year from the date of employment.

The OPOTC's primary responsibility is to establish qualifications for instructors, minimum courses of study, and attendance requirements for the basic training of peace officers. The council itself does not operate any basic-training programs but only certifies that existing programs are in conformance with council-established minimum standards.

State-legislated training programs and public demand for better law-enforcement services have, to a great extent, contributed to the phenominal growth of police-science programs in the two-year colleges. THE OMNIBUS CRIME CONTROL AND SAFE STREETS ACT OF 1968 seems to have the greatest impact on education in the area of criminal justice. Besides covering other aspects of law enforcement, this act allocates federal monetary assistance to the Law-Enforcement Education Program (LEEP). Most of LEEP's activity has been in the two-year colleges. It is mainly during the last 10 years that colleges and universities have started educational programs in the area of law enforcement. There are 729 colleges in the United States offering an associate degree program in criminal justice and law enforcement. In Ohio, twenty colleges offer associate degree programs in the area of criminal justice/law-enforcement technology.

In the absence of curriculum guidelines from national professional societies, a lack of correlation exists in both the two-year and four-year programs. An ad hoc committee of the Ohio Council of Higher Education in Criminal Justice is presently reviewing the State's programs in an effort to propose a standardized core curriculum for two-year colleges. But, a distinction must be made between

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the four-year and the two-year programs. Two-year programs should be considered as technical in which the basic skills are taught. A four-year program should provide more specialization to better the chances of promotion to executive-level positions.

An additional problem of criminal-justice education which should be of major concern to professionals and taxpayers is one of duplication. In Ohio, much of the already acquired training at the two-year colleges is repeated by police departments because of the mandatory State requirement of 280 hours of police training. It seems difficult to comprehend why two-year police-science programs at two-year colleges have not been modified to accomodate this State-required training program -- or vice versa. In most cases the objectives and requirements of police-science programs in two-year colleges are in line with the objectives and requirements of the 280 hours. Therefore, some arrangement should be made to avoid such duplication -- thus saving time and money.

This article proposes that the representatives of the two-year colleges' police-science programs in Ohio and of the OPOTC jointly develop curriculum standards. The advantage of such a collaboration in police-science-training programs can result in a great savings of resources and human effort.

Generally, educators have recognized the importance of technical training at the college level. This perception has resulted in the creation of more two-year colleges and a phenominal enrollment growth. Moreover, technical education has not been limited to two-year programs, for some colleges offer four-year technology degrees. For example, Youngstown State University offers two engineering programs: Bachelor of Science Degree in engineering and a Bachelor of Science in Applied Science Degree in engineering technology. Some schools, exclusively engineering, have gone so far as to start a new DE Degree program -- with strong professional emphasis on practical problems, as opposed to Ph.D. Degree programs with emphasis upon research. Similarly, because of the limited success of social and physical sciences in coping with human problems, new areas of study, such as Criminal Justice/Law-Enforcement Technology, have in recent years emerged. Youngstown State University, besides offering the two-year Associate Degree in police science and a one-year certificate program in private security and public safety, also offers a BS in AS in Law Enforcement Administration and a BS in AS in Corrections and an MS Degree in Criminal Justice.

Such trends in two-year colleges, as well as in four-year colleges and universities, toward technical education provide an opportunity for consultation and the starting of joint-training programs between these colleges and the responsible State agencies. Besides better utilization of the resources and of effort, this type of collaboration must result in great improvement in the quality of training -- ultimately upgrading total Statewide police service.

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GENERAL EDUCATION: SHOULD IT BE INCLUDED AS A PART OF TECHNICAL EDUCATION?

Lloyd N. Monnin

Should General Education be included as part of Technical Education? To answer this question logically requires first of all answering several other questions: "What is education?" and "Which is the better education?" These are indeed important questions, and certainly first in the order of priorities. But many of us have assumed -- or given for ourselves knowingly or unknowingly, rightly or wrongly -- answers to these by the fact that we are enrolled in or instructing in programs of technical education.

General education is predominantly an American phenomenon -- one, we might add, which is "catching on" in some other countries in recent years. It is an American phenomenon because it has somehow been inextricably connected to and seen as an essential prerequisite to the perpetuation of the "American way of life." Mythical though some may consider it, the American ideal is that ours is a government "of the people" and "by the people." It is a small step from this to another concept: people who have common rights (freedoms) and responsibilities ought to have some common understandings and learnings. It is, at this point, and precisely on this premise, that general education rests, i.e. common learnings. Similarily, and for the same rationale, of all the possible types and levels of formal education, it is general education which has prime and ultimate claim to public support.

But there is another factor which I believe strikes at the heart of this problem. If, as Pope Pius XII said some years ago, "Democracy seems to be the best form of government," then general education in the sense of common learnings and understandings needs to become more than an American phenomenon. It needs to become worldwide, truly a human phenomenon. Democracy, it should be kept in mind, is the "best form of government" yet devised by men, not because America has this type of ideal, but because this ideal, if adhered to as a guide for action, best meets human needs. But, let us look further at the idea of general education before we identify it as one of the greatest needs of mankind.

General education concerns common learnings commonly learned. The latter is a condition for the former in human affairs. Common learnings are those, though not necessarily accepted as such, which transcend specialization. Specialization in the realm of learnings is of two kinds:

1. Disciplinary -- i.e. in accord with the more or less traditional classification of "academic disciplines." Here the purposes are for the sake of the advancement of knowledge and truth and the passing on of this knowledge to future generations for their transmission.

2. Practical Utility -- i.e. to what practical purposes can one's learnings be directed. These patterns of usefulness have traditionally been classified according to types of occupations:

a) Non-skilled--(laborer) to include all those occupations which call for no special competence--a misconception, for there are efficient ditch-diggers and hod carriers.
b) Skilled trades--Electrician, Plumber, Candle-Maker, etc.
c) Para-professional-those who work along side and assist the professional.
d) Professional--Doctor, Lawyer, Minister, Teacher, etc.

These two modes of specialization do not, however, serve as adequate guides for distinguishing general from specialized education. Intimately involved in this distinction must be the intended use to which new learnings are going to be put.

At the risk of over-simplification, we might say general education is that which, because of its commonness, is not immediately and personally practical, i.e. productive of income. Rather than being job-oriented it is performance-oriented. A prominent educator sees it as that necessary ingredient of any education (note, not educational program) which prepares individuals to live wisely, effectively and happily -- to prepare for a full life in addition to a livelihood. Necessary as in the preparation for earning a living, any educational program, worthy of the name, must look beyond the "world of work" to the "world of leisure" and the "world of social living." Individuals and societies who rely upon education for the "world of work" at the expense of the other two worlds act selfishly -- ultimately to their own detrement and that of the whole society. The myopic view of society's needs occasions an education of such immediacy of purpose as to actually aggravate that society's long-term educational needs. Idealistic though it may be, general education looks ultimately to the human aspects of education -- to the human aspects of man the worker, the player, the citizen of the world.

General education rests upon the belief that no man realizes himself as an individual except as he comes to understand through the breadth of this knowledge his identity with all men. General education assumes that each man is indeed "his brother's keeper." In a very real sense, general education seeks to enhance man's freedoms through an awareness and assumption of responsibilities. One cannot proclaim a real interest in and love for humanity while being unable to tolerate large numbers of those about him. In like manner man develops theories before he tries them in the workshop of life; yet, the practical development and use of his tools is equally essential if he is to work out and develop that which he has conceptualized.

General education is then as essential to specialized education as specialized education is to general. In the words of Alfred Whitehead, "The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical: that is, no education which does not impart both technique and intellectual vision. In simpler language, education should turn out the pupil with something he knows well and something he can do well." This reciprocal complementarity is likewise true of the theoretical and practical aspects of education.

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PROFESSORS BRING THEATER INTO CLASSROOM AGAINST TRADITION

Franklin R. Koontz and Phillip A. Sinclair

The improvement of teaching and learning is a subject open to eternal discussion within academic circles. People talk about it. But two University of Toledo professors are doing something about it.

To date, so far as can be determined, little research has been done in the area of teaching *in the classroom* with theatrical devices. The reason for this is essentially tradition, but also, there's cost, and the detailed activity required to teach with television that incorporates theatrical techniques. Many instructors are unfamiliar with television, with theater, and with teaching a combination of these two, as well as with preparation of such a technique.

During the last five years a major new force in American television -- public broadcasting -- has sprung into prominence. There seems to be general agreement that public broadcasting is doing an excellent job. This is particularly true of materials prepared for use at the elementary and secondary levels where the influence of the Children's Television Workshop has been felt through production of such highly regarded series as "The Electric Company," "Sesame Street," and more recently, "Feeling Good."

Instruction in the U. S., according to Dr. Edgar Dale of Ohio State University's College of Education, is still about 95% lecture-and-test. In glaring contrast, statistically, is the fact that each college student today has watched 15,000 hours of television and films between kindergarten and graduation from high school. Academic instruction simply is not tailoring classroom offerings to the past audio-visual training to which students are accustomed, and on which, theoretically, instructors can capitalize handsomely. What these two professors at the University of Toledo are saying is that *the academic world must get more theater into the classroom*. Why? Well, they say their short-term goal is to prove theatricalized instruction *does* improve classroom instruction. The long-term goal is to join in the nation's worthy effort, through this type of instruction, to educate a young public, which, like its parents, too often makes major decisions emotionally and with considerable prejudice and passion.

Now, on this conviction, Koontz and Sinclair are trying, *first*, to measure cognitive gain by exposing students to two different types of instruction. One type is exposition, straight information; the comparative type is television instruction with theatrical devices. During the next year they will measure the difference, if any, between these two approaches to instruction. *Second*, they will determine student preference for: (1) straight expository delivery, or (2) television instruction with theatrical devices. *Third*, they want to show others in the long run what they've done and how they did it for whatever benefit may result. All of this is funded by a faculty research grant from The University of Toledo, the first television series results in 1972-73 having been sufficiently rewarding and impressive. If successful, it could lay the groundwork for teaching college and university professors how to build interest in a classroom full of students, rather than depend on their degrees to warrant presence.

The basic problem is to get most starchy, well-degreed professors to accept evidence that proves teaching by television is effective; yet, the exact proof is available in numerous scholarly as well as popular publications and texts. On that agreement, then it's possible to make further discoveries: *ONE*, what bores most college students is too much time spent on any one subject *TWO*, that

students' basic interests are other things such as "booze," sex, food, clothing, hobbies and special interests, and then, generally last, education.

If true, then the most productive approach to learning involves use of the 30-and 60-second television period, commonly known as the commercial, quick cuts from professorial animation to live-action in areas and arenas to which college and university students are accustomed. In sum, *the manner in which information is presented is important!* Koontz and Sinclair learned from their first 10-lecture series in 1972-73 that the highest ranked aspect of that series was skits, or short theatrical scenes. So, they built the next series on this fact.

They learned there was about a 10 percent difference, in favor of television instruction, in test averages. Mean scores of tests and statistical analysis during 1972-73 involved 246 students, 14 sections of such students, over 5 quarters.

Empirical evidence tends to confirm the effectiveness of: (1) short periods of instruction, and (2) instruction by theatricalized television.

Another prime reason for using television with theatricalized instruction lies in the Koontz-Sinclair conviction that such presentation is a more dynamic way of presenting factual material. The theater puts life, blood, and emotion into the content. It makes a message live and breathe. These two professors are building into their scripts considerable laughter and humor. They use humor to great advantage. They use ridicule and satire. They use wit and corn. They even use the positive quality embodied in a smile -- small as this may be. In brief, they're trying to build great theater, and *great theater is simply influence that never stops.* Further, in this present series they've incorporated a planned quality of firm reassurance and realization. They did seek to incorporate the quality of *imaginative* entertainment, shocking as this admission may be to their colleagues. With this quality of imaginative entertainment, they seek from students, as the poet Coleridge once said, "The willing suspension of disbelief." In that attitude of willingness to believe, they televised theatrical presentations that *ram* home important information and knowledge. Basically, theater has great potential for building and holding interest. But to build interest, an instructor must work at it; it's different and more difficult than simply reading lecture notes.

Through these techniques Koontz and Sinclair believe information transferred from monitor to students is more direct, has greater impact, and is retained longer. *All of this is in pursuit of changing student behavior -- education's maximum objective.*

Television instruction, particularly with theatricalized skits, is a tool that tends to make an instructor a better instructor. It's a way to increase whatever affection students may presently hold for the classroom. And can these two professors prove that students anticipate these theatricalized efforts: that they actually prefer such instruction over straight expository, or lecture delivery? Hopefully, they'll be able to do this following this present series.

Koontz and Sinclair prophesy: "Television has yet to come into its own in the classrooms of this nation. Theatricalized instruction has only begun."

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A COMPARATIVE STUDY OF THE PLANNING, IMPLEMENTATION, AND EVALUATION PROCESS OF AUDIENCE-COMMITTED AND NON-DIRECTED TECHNICAL WRITING STUDENTS

Timothy D. Nolan

INTRODUCTION: After teaching technical writing and its importance for and to students, I began to wonder about the many hypothetical situations that this course assumed. My concerns were confirmed when two fellow teachers, Terrence Glenn and Marcus Green, attended the University of Michigan at Ann Arbor's Summer Workshop in Teaching Technical Writing. They returned with materials and ideas that sparked further experimentation in my course. Especially helpful was Drs. J. C. Mathes and Dwight Stevenson's soon-to-be published transcript, *Designing Technical Reports.* These authors artfully develop the concept of audience in the process of technical writing. I needed a personal, educational experience to clarify the strengths and weaknesses in this audience-committed approach.

PLANNING: I employed the audience factor in one of my two classes of second-year Allied Health students. First, in both groups, we studied the nature and need for writing instructions. Each class discussed the principles of instruction writing. Then these students were assigned to write a set of instructions related to their technology. However, in the experimental group, the assignment further demanded a statement of the intended audience for these instructions. A specific group or person's name in the Allied Health Profession was required before writing the actual set of technical instructions. The control group's assignment did not emphasize audience; therefore, they wrote the instructions to fulfill a course requirement.

The technicians outlined and planned their sets of instructions. Then I announced office hours when I would be available for individual conferences. To discuss their individual sets of directions, the experimental group made appointments outside of class time that totalled three hours and twenty minutes. Surprisingly, the control group signed for only one hour and twenty minutes of conference time. Even during the actual individual conferences, the experimental group's discussion contained much more depth and detail. One student listed in two distinct columns the words that a second-year student should know and in the other column a weaker corresponding synonym that a first-year student might know.

IMPLEMENTATION: During the next class, teacher-talk/student-talk ratio reflected the appointment scheduling. Far more technical discussions occurred in the experimental classroom. Definition of terms, various types of format, and the analysis of process versus instruction writing quickly consumed a class meeting. For example, the experimental group talked about active voice, second person, imperative mood, and parallel structure because they wanted to know exactly how instructions should be written. Formerly, they had simply written explanations of processes and now felt the need, as one technician put it: "to get them straight, and do it right."

Both groups' assignments were given on the same day and due three days later. On the third day, all the control group's sets of instructions met the deadline. But just before the experimental group's class started, approximately twenty-five per cent of these Allied Health technicians requested that the deadline be extended. All the experimental groups' papers met the twenty-four hour extension. Later some students felt the detailed, concrete language intensified the pressure of completing the assignment.

EVALUATION: After these assignments were corrected, one interesting topic selection developed. Four students chose "How to Take a Blood Pressure." Not planned, but quite conveniently, these topics were written by two students in the control group and two in the experimental group. These four sets of instructions became the perfect bases of comparison.

After these sets of instructions on blood pressure were duplicated and collated, the students privately read each set of instructions. Not only did they critique each article of technical writing, but they also ranked these four student examples. Interestingly, both groups ranked the audience-oriented papers higher than the undirected papers. (The student writing examples rated first and last appear in the appendix.) As soon as the students finished writing their memoranda to me (a specific audience) explaining their decisions, I produced a sphygmomanometer (blood pressure cuff) and a stethoscope.

Volunteers from both classes evaluated these instructions. How? Since instructions are behaviorally oriented, they can be visible measured. So in both classes, four teams -- each composed of three students -- performed the truest type evaluation: action. The first student read the instructions aloud, while the second performed the action as directed on the third student, role playing as patient. An open discussion evaluated these blood pressure methods while the four separate instructions/demonstrations were observed visually. The only instructions that succeeded were the audience-oriented ones. Gaps or unclear steps caused the failure of the two non-directed papers. Although both groups discussed the instructions, the audience-oriented technical papers received more professional debate than the other two. Students argued terminology, technique, and fine physiological details. But in the non-directed instructions most of the students faulted the form and logic. In other words, the control instructions could not prompt as much content-discussion because of their poor format or illogical gaps.

One week from the beginning of this unit on instruction writing, I began both classes with one simple question: "Are there any questions about your set of instructions?" The control group asked three basic questions in a five-minute session. Conversely, for the entire class period the audience-aware class debated their instruction-language in specific terms, even to the fine point of arguing about the differences between necessary medical procedures and individual institutional policies.

Throughout the remaining five weeks of the course, the audience-aware class seemed more directed in the purpose of each additional writing assignment, used more technically specific language in their paragraphs, and verbalized clearly their reasons for their stylistic choices. For example, the abbreviations of medical terms aided the experimental students in the economizing of their

sentence structure. The tone of the writing and its movement paced by the imperative mood and active voice developed a smooth readability and consistency. (Notice the contrasting examples in the appendix.) Because the students became so engrossed with the commitment to their audience, the students did not notice the typical stress of the writing act. Instead of writing about their technology, they began writing technically.

RE-PLANNING: Now I firmly believe in this element of audience commitment. Therefore, in this present term, I am encouraging students to mail their personal data sheets and letters of inquiry to professionals in the health-care field. And I have designed a non-didactic approach for technical writing for the Allied Health technicians. The viable, vital, audience-aware writing experience for the "student" technician in a technical writing climate must supplant the fantasy approach of the isolated, sterile classroom.

SUMMARY: Although educational theory makes a case for audience-commitment, I had to conduct this experiment to be convinced. I found that the audience-committed technical writing student:

1. Plans the writing task step by step more logically;
2. Seeks advice and background information more readily;
3. Requires more time to work on assignments;
4. Discusses the writing with specific purpose and more objectives;
5. Uses technical terms more freely and frequently;
6. Chooses more concrete, economical language; and
7. Justifies the end result with more forceful discussion.

He becomes a technical writer.

APPENDIX:

THE HIGHEST RANKED SET OF INSTRUCTIONS

BLOOD PRESSURE DETERMINATION

Because cardiovascular disease is the nation's number one killer, the routine determination of blood pressure (B/P) is an important skill for the allied health professional. This is a brief explanation for allied health personnel on the basic method of B/P determination. Some knowledge of the use of the sphymomanometer (B/P cuff) and stethoscope is advisable. These are the only materials you will need.

To take the routine blood pressure, begin with the patient sitting or lying quietly with one sleeve rolled up. Apply the cuff snugly to the patient's sleeveless arm, 2-3 inches above the elbow. Next, close the valve on the bulb of the B/P cuff. Feel the pulse in the patient's wrist (on the same arm) and inflate the cuff until the pulse is no longer felt. Then, watching the gauge, crack open the valve allowing 3-5 mm. Hg pressure to escape per second. Allow the cuff to slowly deflate until the first pulse beat is felt. Note at what point on the gauge the beat is felt; this is the *systolic pressure*. Allow the cuff to deflate completely.

Insert the stethoscope into your ears and apply the diaphragm (flat) listening piece to the center of the "crook of the elbow" (the anti-cubital space). Close the valve and inflate the cuff again, making certain to inflate it past the number on the guage previously determined at the systolic pressure. Crack the valve again, releasing 3-5 mm. Hg pressure per second while listening with the stethoscope. Watch the gauge. The point on the gauge at which the first pulse beat is heard is the *systolic pressure*. Continue listening until the sound of the pulse beat disappears; this point on the gauge is the *diastolic pressure*. Deflate the cuff completely and remove it from the patient's arm.

Record the B/P with the systolic pressure over the diastolic pressure, (i.e. 120/80). Note on which arm the pressure was taken and in what position (sitting, lying, etc.) the patient was. Record all information in the patient's chart.

THE LOWEST RANKED SET OF INSTRUCTIONS

HOW TO TAKE A BLOOD PRESSURE

Taking a blood pressure could determine a sudden, if any, change in an acutely-ill patient's condition. In some cases it could mean a matter of life and death. Blood pressure can be performed in a doctor's office and in hospitals as a part of patient's routine care. Before taking a blood pressure, it is very important to know the normal blood pressure. The normal blood pressure is 120/80 millimeters of mercury. The weaker the pumping action of the heart, the lower the blood pressure. The normal range for systolic pressure in adults is between 100 and 140. The normal range for diastolic pressure in adults is between 60 and 90. To take or measure blood pressure, you need a blood pressure apparatus and a stethoscope.

First, place blood pressure cuff snugly around upper arm. Inflate rubber bag with air with valve open; when mercury reaches 200 or over 200 on mercury manometer, tighten valve. Place stethoscope bell on inside of arm over brachial artery. Release air valve very slowly and listen through stethoscope for loud sound of heart beat. Look on manometer to see a slight wave-like motion of the mercury; this number is the systolic pressure. As the ventricles relax, the mercury travels downward; listen carefully until sound fades away. The last sound heard at this point is the diastolic pressure, or lowest number heard.

Let the remaining air out of the inflated bag; this completed the procedure of taking or measuring blood pressure. Remove blood pressure cuff from arm and store in proper place. Record blood pressure.

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OATYC CONFERENCE

PRACTICUM

OATYC JOURNAL FEATURE: CHALLENGES TO OHIO'S TWO-YEAR COLLEGES

DECLINING FRESHMAN TEST SCORES
Contributed by Dan D. Garrison of The Ohio State University Agricultural Technical Institute

Both on a nationwide and local level; scores on college board placement tests have shown a decline. William H. Halverson, Associate Dean of University College at The Ohio State University, reported a 7 percent increase in the lowest level of achievement in math from 1970 to 1974. He also reported that a similar proportion has developed in English.

Without dwelling on the possible reasons for the declining freshmen scores, the most immediate concern is the matter of dealing with the problem at the technical institute or college. In two-year associate degree programs the problem is accentuated due to the shortness and intensity of the programs. Students placing into review, preparatory, remedial or by whatever name, are simply delayed in moving ahead with the rest of the class. If they are not delayed, they are then faced with a larger load compounding their already precarious academic standing. Apparently only a limited number of two-year institutions have realized much success in requiring students to start early in order to be caught up when regular classes begin.

The real issue is the matter of meeting student needs in terms of people and material resources to deal with the increasing problems. Most parties agree the State's developmental monies are not keeping pace with the need. Others point out that the taxpayer is caught with paying twice to get the job done. The issue grows into the complex matter of education meeting the needs of society.

COOPERATIVE EFFORT IN OPTOMETRIC ASSISTING TECHNOLOGY PROGRAM MEANS SERVICE FOR INNER–CITY RESIDENTS

Columbus Technical Institute
The Ohio State University

This issue's "Practicum" examines a cooperative effort involving a two-year technical program at Columbus Technical Institute and a professional school at The Ohio State University. Students from both institutions gained valuable experience in dealing with patients as well as insight into how the professional and the technician work together. In addition, Columbus inner-city residents received top-quality optometric care.

More than 4,000 patients from Columbus's inner-city have received quality eye care through a cooperative clinical effort by Columbus Technical Institute and The Ohio State University. Located in CTI's Health and Academic Building at the corner of Washington and Mt. Vernon Avenues, the clinic pools the resources of the two institutions to allow third-and fourth-year Ohio State optometry students and CTI optometric technology students to put classroom learning into practice.

The facility isn't just a means for helping students fulfill clinical requirements. Brian J. Sheatzley, clinical director and Ohio State instructor of optometry, explained: "This is a valuable learning experience for our students. They deliver the same quality of eye care they will in private practice but reach a slightly different population here than they do at our main clinic on campus." Dr. Sheatzley noted that the clinic sees a significant number of patients with eye or systemic pathological problems (those related to disease); many of these problems can be attributed to a lack of routine health care.

Open from 8 a.m. to 5 p.m., Monday through Friday, the clinic offers examinations by appointment only. Patients with complications are referred to the specialty clinics at the campus clinic, 338 W. 10th Avenue, or to private health practitioners. About eighteen patients are scheduled each day at the clinic, with each examination taking an hour to an hour and a half. "Although our examinations require more time than would usually be spent in a private office due to the educational aspect, patients seem quite pleased," Dr. Sheatzley said. "Many return specifically because of the amount of time the student doctor is able to spend with them."

Seven examination rooms, one with a one-way observation mirror for the benefit of students, contain modern optometric equipment. Ohio State students conduct the initial examinations, and discuss their findings and suggestions with one of two Ohio State instructors assigned to the clinic each day. Instructors always examine the inner and outer tissues of the eye, verifying the students' work. Students also assist the patients in ordering glasses -- learning proper fitting, handling, and verifying of prescriptions. Students enrolled in the first year of CTI's optometric technology program work two afternoons a week assisting the Ohio State students. They greet and seat patients at the clinic and gather basic biographical information. They also conduct preliminary testing, record examination data, and assist the student doctor.

Officials at CTI feel that the clinic's cooperative operation has been successful. They also feel that the students in the CTI program and the Ohio State students are having a mutually enriched practical experience. This program includes the concept of teaching future Doctors of Optometry the most efficient use of technicians and the role and responsibility of the optometric technician. The students in the two programs develop a working relationship while providing quality vision care to the community of Central Ohio.

Initiated by the Columbus
Technical Institute and
The Ohio State University,
Spring 1976

OATYC CONFERENCE

OATYC JOURNAL FEATURE: CHALLENGES TO OHIO'S TWO-YEAR COLLEGES

TRANSFER OF CREDIT TO FOUR-YEAR COLLEGES
Contributed by James E. Nagel of Northwest Technical College

The number one problem which two-year colleges face is the difficulty of having two-year students' credits transferred to Ohio four-year colleges on a 100 percent basis. It does not seem fair that other Ohio Board of Regents schools (four-year) should frown on credits from a Regents two-year college. There should be an equitable plan worked out in the Regents overall system for ease of transferability.

THE OPEN-DOOR POLICY
Contributed by Lorita S. Langdon of Columbus Technical Institute

The problem which is causing a great deal of difficulty for the two-year college is the student who enrolls in school via the open door policy with no communications skills. This student cannot read, cannot speak coherently and does not possess any listening skills. After three quarters of work on writing, speaking, listening, and reading, such students often still do not achieve any degree of proficiency in these areas. Two-year institutions can deal effectively with the student who writes fragments, comma splices, and/or run-ons. They are not, however, able to deal with the student who reads 4th or 7th grade level and cannot write a coherent sentence. No amount of tutoring and/or individual study can enable this student to achieve an acceptable level of proficiency in the amount of time available.

OATYC JOURNAL FEATURE:
CHALLENGES TO OHIO'S TWO-YEAR COLLEGES

GREAT EXPECTATIONS OF UPWARD MOBILITY

Contributed by Winton H. Beaver of Kettering College of Medical Arts

The two-year colleges of Ohio, and indeed throughout the nation, face an impossible task in meeting the expectations of the population seeking education. The concept of upward mobility which has been ingrained in the American culture, along with the concept that increased education guarantees you a better paying job, runs head on into the realities of the market place. Students now entering higher education continue to expect what happened somewhat accidentally in the '60's to continue; namely, that two years or four years of college guarantees a job which pays more and better and more securely than one which could be secured without that education. The danger is not that colleges will not provide adequate training and education but that students who complete the courses and find no need for their services in the market place will turn their frustrations upon the education institutions. The greatest need exists for some developing coordination between educational courses offered in the two-year colleges and the needs of the market place.

VARIANCE IN STUDENT PREPARATION

Contributed by Beth Waggenspack of Central Ohio Technical College

The student population ranges from recent high school graduates who have little idea of their goals to business people seeking new specialized information, from housewives breaking from their family role to servicemen feeling their way back into a civilian world. The problem confronting two-year colleges is placing these students into classes at their level of competence so they can work toward their individual goals. What is needed is a method of testing basic reading, writing, and mathematical skills before any student enters the curriculum. Using such tests, a student's level of sophistication could be assessed, his proficiencies and deficiencies discussed, and a general plan of educational goals laid out. All of this would help the student and faculty see where he is in relation to others and see what his needs are. We need to provide each different student a change at his own level to gain marketable skills using his own pace of learning.

NEEDS OF NON-TRADITIONAL STUDENTS

Contributed by Robert J. Somogye of the University of Toledo Community and Technical College

There is an increasing awareness of services needed by growing numbers of non-traditional students. Traditional approaches to student services are inadequate; yet, funding is tied to a traditional approach. Two-year colleges must be prepared to accept the challenge of the non-traditional student. A commitment by upper level administration is needed. Increased priorities to providing appropriate modes of career, academic, and personal counseling to the non-traditional student are urgently needed it two-year colleges are to continue to succeed.

OATYC JOURNAL FEATURE:
CHALLENGES TO OHIO'S TWO-YEAR COLLEGES

GROWING PAINS

Contributed by Timothy D. Nolan of Cincinnati Technical College

Fortunately, the basic, central problem of the two-year college across the country is "growing pains." Rapid student enrollment fills partially constructed classroom buildings before they are wired, tiled, and painted. Department Chairpersons, with their part-time instructors' files in hand, anticipate the beginning of each school term. As more and more people realize the "student oriented" approach of the two-year school, admission, registration, and bookstore lines lengthen. The faculty, aware of the diversity of talents and needs of this expanding student community, develops alternate methods of instruction to meet the student challenge. The course offerings in the catalog from Reading Remediation to Physics III illustrate the strange, mysterious mixture of "what makes the two-year college hum." Now this nation, beginning to dispel the myth of the two-year college diploma mill for dropouts, understands the two-year school. Simultaneously, the two-year schools across the nation understand that change is their only constant, that accountability is measured by service to their community, that their high metabolic rate coupled with planning can only lead to quality education.

FORUM

CONFERENCE

ISSUE: SHOULD TECHNICAL EDUCATION COURSES TRANSFER?

One of the most ticklish problems for technical education has been the transferability of courses from a technical program to one that is different. Should technical education courses transfer? If so, why bother with technical education? If not, how does a student continue without restrictive costs? If some courses do transfer and some do not, how can both be accomplished in the same program? Dr. Clarence Schauer, President of Columbus Technical Institute and Dr. David Miller, Director of Allied Health Technologies, Michael J. Owens Technical College, have been asked to debate this issue to help us with these and related questions.

TECHNICAL PROGRAMS AND THE TRANSFER OF CREDITS

Clarence H. Schauer

The question of transferability of credits earned within an associate degree continues to be of some concern to two-year colleges with technical programs. Further, some apparent misunderstanding by technical students of the intent of the course designed and the applicability of the educational experiences received continues to exist.

The Ohio Board of Regents publications: R.G. 1-04 (Standards for the Approval of Associate Degree Programs) and position statement on Two-Plus-Two and One-Plus-One technical education programs (January 7, 1976), outline what degree programs offered as technical education should include. These guidelines indicate that approximately 25 percent basic-related studies should be included to serve as a base to the technical specialty; approximately 25 percent should be in general studies; and approximately 50 percent should be in the technical specialty. The Board of Regents further suggests that in the development of a two-year program, appropriate attention should be given to the requirements of a four-year technology program into which a graduate may wish to transfer and to the general requirements of baccalaureate programs.

Within these guidelines, the amount of coursework that would or should be transferable to a four-year college or university therefore becomes dependent upon the program which the student intends to pursue beyond the Associate Degree.

If associate degree technology programs are to achieve the objectives of (1) providing a practical application of the sciences rather than a theoretical basis within a "regular" baccalaureate program and (2) preparing a student with skills and related studies for immediate employment at the associate degree level, then the basic-related and general studies coursework designed to be transferable to all baccalaureate degree programs would not be realistic for all technology students.

Programs and courses should be designed, maintained, and offered at the highest possible quality and content level to provide (1) an associate degree program in a specific technology which would be totally transferable to a college or university offering a four-year program in a like or related technology and (2) result in a course-by-course acceptance within a baccalaureate program

to help provide the basis for a student to continue his (her) education in a field different than the chosen associate degree program.

It is not realistic, in the view of this writer, that all coursework in two-year associate degree technology programs be transferable to any and all baccalaureate programs. The transferability of these courses is marked with the need for cooperative development and continued articulation among and between the technical college and the four-year college or university with the appropriate faculty involved. A student enrolled in a technology program within a state general and technical college or a community college should have the opportunity to enroll in related and general courses designed to transfer to a four-year college or university if he (she) is interested and capable of pursuing this avenue and if the respective courses provide the basis necessary for success in the chosen technology.

The essence of these avenues of transferability of coursework and programs should always be related to the student, the program, and the expectations of the employer and society.

Clarence Schauer
President, Columbus Technical Institute
Columbus, Ohio 43215

TRANSFER OF COURSES FOR TECHNICAL COLLEGES

David Miller

During the early, formative years of Ohio's technical colleges, articulations and other plans for transferability of courses, while certainly not neglected, were not major concerns in the development of most curricula. Then, as the numbers of programs offered and of students enrolled in Ohio's two-year colleges began to increase, it became necessary to accomodate a much larger number of requests for transfer of courses and programs. At present, in most technical colleges, as many as 25% or more of the student body can be expected to continue their education beyond the Associate Degree. Therefore, it is imperative that those in charge of curriculum and instruction in the two-year colleges make provisions for the maximum amount of transferability for those students who wish to continue their education.

It is true, of course, that most technical and some basic courses are most readily transferable by means of articulation agreements, since it may not be possible to identify courses similar to those in the AD program in the four-year college curriculum. However, since many students may not be continuing in 2+2 programs, and since they may not plan to enter schools which have articulation agreements with their two-year alma mater, it is necessary that the two-year colleges make their curricula as transferable as possible. This may be an impossible task with those technical and basic courses which have been specially designed to meet particular program needs, but it could be accomplished with most general education courses.

No attempt is being made here to subvert the mission and obligation of the technical colleges to supply a quality technical education to all of their students. Certainly it would be a mistake to alter the content of any course in such a way that it endangered the integrity or any apsect of the AD programs. Nor is it suggested that general education courses be "tracked" with one set of

courses designed for transfer and one set for non-transfer students. The weaknesses of that approach should be self-evident. Rather, what is being suggested is that those general and basic courses which can be identified as likely to be contained in any four-year college curriculum (e.g., economics, speech, composition, psychology, sociology, etc.) be designed in such a way that they can be readily transferred.

This would involve reproducing as nearly as possible for each course the content which is common to the curricula in those institutions which the students are most likely to choose for advanced study. Certainly, a given course might not contain all of the specific components of a similar course in a four-year program. Or, if it did contain similar components, it might not be desirable to deal with all of them to the extent which might be found in the university classroom. Nevertheless, through careful planning, it should be possible to design courses and write course description which would parallel similar courses in the four-year college curriculum. This should afford the transfer student the maximum likelihood of transferability, while still providing the non-transfer student with general courses which are appropriate to his or her program and career needs.

Students should be apprised, of course, of the probability of those courses not covered by an articulation agreement being evaluated on a one-for-one basis by the four-year schools, and of the possibility that some courses may not be accepted for transfer. However, if care and attention are given by those on the two-year faculty who are knowledgeable in each area to creating curricula which are as adaptable as possible to similar four-year courses, the loss of general course credits for transfer should be minimal.

A word of advice and caution may not be amiss here. Too often registrars and program directors are called upon to make evaluations of courses which are not adequately described in a college catalogue. As a result, courses which might well be suited for transfer are denied credit, and the student loses valuable time and money. Therefore, course descriptions should be carefully written to emphasize the strengths and scope of each course. Esoteric descriptions may attract students to a course, but they do not generally gain acceptance by those who must evaluate credentials.

What seems called for, then, is a careful re-examination of our two-year college curricula, and this must be done with three goals in mind: (1) maintaining the integrity and appropriateness of all courses to the AD programs of the college; (2) rewriting or redefining existing courses, where needed, in order to establish the maximum amount of transferability for those students who wish to pursue advanced study; (3) writing course descriptions which present in the clearest and most positive way the content and concentrations within each course. Such a procedure is costly in terms of time and effort, but if technical colleges in Ohio are to provide their students with their fullest educational potential, it is a step which must be made.

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OATYC JOURNAL FEATURE: CHALLENGES TO OHIO'S TWO-YEAR COLLEGES

IDENTITY; GOALS AND PURPOSES

Contributed by Lloyd D. Monnin of Clark Technical College

Many persons still see the two-year college without a clear and precise identity; many see it as an institution of ill-or non-defined goals and purposes; many are not sure who should be determining that identity or those purposes and fear that all too many special interest groups are pressuring for their own needs; and finally, a much larger segment of society, because it has not adverted to these affairs at all, much less seen them as questions or problems, sees the two-year college as but another "reason" for which to be taxed. The greatest problem here, may be the failure on the part of the professional educators in two-year colleges, to recognize and effectively deal with the following facts:

1. That they themselves are precisely the persons who should be determining the identity, the goals, and purposes of the two-year college, and
2. That precisely because the two-year college is common and community oriented and that it needs to serve common and general education needs of its clientel which is all inclusive of a geographic area, it is entitled to public support, and
3. That the two-year college can ill-afford to make the assumption that it can meet these general education needs of local citizens in isolation of or apart from the many other agencies and institutions in the community, and world at large, which directly and indirectly contributes to the education and development of those individuals who happen to reside in a given geographic area, and
4. Finally, that two-year college administrators must avoid the pressures which would have them try to become "all things to all people."

PLUS ONE

OATYC CONFERENCE

CAN YOUR CATALOGUE STAND THE TEST OF FTC GUIDELINES?

Louis W. Bender

"Plus One" is reserved for articles from other journals or sources that are of interest and/or concern to the Ohio two-year colleges. Actually, this time, "Plus One" is a plus two: one serious article and one humorous. From the December 1975 issue of the PHI DELTA KAPPAN, this edition of the JOURNAL reprints Louis W. Bender's significant article, "Can Your Catalogue Stand the Test of FTC Guidelines?" and from the October issue of NURSING '75, Anne Hart's delightful work, "Don't Feed Placentas to the Deer." Both articles are reprinted with the permission of their respective publishers to whom the JOURNAL is indebted and extends thanks.

College and university officials would be wise to observe attentively the outcome of public hearings and subsequent action by the Federal Trade Commission during the current academic year concerning advertising, disclosure, cooling off, and refund requirements related to proprietary vocation and home-study schools. Moreover, Richard Millard warned a conference of state higher education executives last May that trends in the courts, consumer protection groups, the media, and Congress -- all suggest that nonprofit institutions may be subjected to the same scrutiny as the "invisible" proprietary institutions. ("Invisibility" relates here to their profit motive, which brings them under the definition of commerce and thus under the purview of the FTC.)

Any further restrictive FTC requirements placed upon proprietary institutions will very likely cause them to insist that the same measures be applied to the so-called nonprofit institutions. If documentation of false or misleading practices by colleges and universities is possible, it stands to reason that pressure will be put upon the Congress to extend equal treatment to all. The major mission of the FTC is to champion consumer protection. There will be considerable public pressure on this agency to establish safeguards in higher education, regardless of institutional sponsorship. Helen E. Nelson, director of the Center for Consumer Affairs at the University of Winconsin, addressing an Education Commission of the States conference in March, 1974, focused upon the political potency of student consumerism. She said, "Many of the complaints which law enforcement officers receive about undelivered merchandise are for amounts of $25 or less. By contrast, the failure to deliver education paid for can represent tens of thousands of dollars and years out of a person's life. Loss of years of earning power can never be recovered."

Advertising and Recruitment

Dropping enrollments and predictions of a smaller clientele because of fewer high school graduates have led many colleges and universities to use hard-sell merchandising techniques and promotional gimmicks which would have been rejected only a few years ago. Mass mailing campaigns, radio and TV spots, discount policies, commissioned "head hunters," and tuition refunds for student peer recruitment -- all relate to the terrain of FTC surveillance over proprietary institutions. The Federal Trade Commission Act makes it illegal to engage in "unfair methods of competition in commerce and unfair or deceptive acts or practices in commerce" which has advertising as a central feature.

The Catalogue as Advertising

Catalogues produced by a college or university come under the FTC's definition of advertising. More important, perhaps, is the fact that the catalogue is considered a contractual document by the courts. Several rulings have already affirmed this concept. Thus one could hypothesize that if the contents of a catalogue do not meet the test of FTC guides, an institution can be challenged in the courts either by a student seeking consumer protection or by a proprietary institution claiming unfair competition. Every college and university, therefore, would be well-advised to review its catalogue.

A Study Shows Violations

I have made a content analysis of 20 1973-74 academic year catalogues selected randomly among publicly and privately sponsored two-year, four-year, and university institutions. At least one catalogue represented each of the six regional accrediting associations. Amazingly, at least one violation was found in each catalogue examined, with a high of eight violations in one institution's statements. Only six of the 10 guides promulgated by the FTC on May 16, 1972 for private vocational and home-study schools were used for the analysis. Four guides were not applicable, since they cover definitions, deceptive trade or business names, deceptive sales practices, and deceptive or unfair collection and credit practices. The six guides used were: *misrepresentation of extent or nature of accreditation or approval; misrepresentation of facilities, services, qualifications of instructors, and status; misrepresentation of enrollment qualifications or limitations; deceptive pricing and misuse of the word "free", and affirmative disclosures prior to enrollment.*

Some of the infractions identified by the content analysis may prove helpful to responsible officials in analyzing their institution's catalogue and thereby in avoiding future violations.

Accreditation/Approvals - Proprietary institutions are in violation of FTC regulations if they mislead the student by implying or claiming agency or organization accreditation which they do not in fact have. Six of the 20 catalogues analyzed were in violation of this guide. Four catalogues had an "accreditation" section which listed national professional organizations and state agencies without distinguishing between membership categories, approval by agencies, recognition by organizations, and accreditation by institutional or professional accrediting associations.

A state college in Nebraska listed certificates of recognition from a national membership organization on the title page as though they were endorsements of the institution by the national organization. A community college in North Carolina, under the accreditation heading, mixed all three in a single paragraph reading: ". . . is approved by the North Carolina Association of Junior Colleges, and is an accredited member of the Southern Association of Colleges and Schools." A university in Ohio, under the same heading, made a general statement claiming full accreditation and approval without listing any specific associaiton or agency with the exception of the Ohio Department of Education.

It is permissible to include a listing of memberships in national and professional orgainzations in the same section with accreditation, but clear and precise explanations must be given so that the reader can distinguish between accreditation and other forms of recognition.

Misrepresentation - Four types of misrepresentation were identified, including institutional status, faculty qualifications, facilities, and services. Some of the most prestigious universities would be found in violation of FTC guides because of implications in statements they make. A major university in California might encounter difficulty substantiating the following sentence from its background description: "With such extensive resources, -------- enjoys a foremost position among state universities, offering advancement of knowledge in virtually every field of human endeavor in modern life, and continuing as an indispensable force in the growth and development of our society." A university in a Southern state declares it "is determined that no school shall excel it in the thoroughness of its scholastic work." By FTC expectations, these institutions must be able to prove the truth of their statements. Another university would have difficulty in documenting the statement that it "provides the student with a broad foundation . . . essential for mature citizenship and judgment in our complex world. It also prepares the student . . . so that he can pursue his career with competence." A community college apparently assumes that the source of funds assures excellence: "The institution is supported by state, federal, and local funds, and thus is able to provide superior instruction and optimum use of excellent equipment and laboratories. . . ."

Misrepresentation of faculty qualifications, the second category, was identified in five catalogues. One university stated: "The men and women who teach courses at -------- are exceptionally able scholars in their field. They add to their knowledge of their subject by continuing research. They bring to the classroom the excitement of discovery . . ." Could this statement stand the test of courtroom review?

More subtle claims of faculty qualifications are revealed in the section of the catalogue listing the faculty. A major university in the Middle Atlantic states was able to convey the impression of a much larger faculty by listing adjunct professors among the full-time faculty without clarifying honorary and part-time relationships as distinguished from full-time commitments. A private two-year and a public four-year college in the South used a questionable procedure when listing the educational training of faculty. The designation "graduate study" was made for those who had not earned an advanced degree, yet it was not indicated whether the additional study was in progress or ancient, whether it was an isolated course or part of a degree program. Yet another misleading practice appears in a Florida catalogue, where several pages of members of advisory committees are included under the faculty listing. The reader could misinterpret this and be led to believe that direct services might be expected or that the individuals listed fully endorse the institution.

The third category of misrepresentation relates to facilities. A private four-year insitution in New England claimed as "Associated Facilities" a museum, a school, an arboretum, and a botanic garden, even though all of these facilities are independent and open to the general public. No explanation of how the facilities are used in the educational program nor any explanation of special arrangements is made.

The fourth misrepresentation pertains to services rendered. A Colorado catalogue describes the university placement center as providing service to the student, the employer, and the university. It does not, however, acknowledge the separate fee charged for the service, a fact revealed only by close examination of the fees described in a section 14 pages later in the same catalogue. The phraseology of the description of the role of the placement

director in a Southeastern college suggests that he arranges campus interviews with all employer representatives. It does not clarify whether the director seeks potential employers for each student or merely coordinates campus visits when employers choose to visit.

Admissions and Enrollment - Another guide promulgated by the FTC relates to clear statements concerning admissions and conditions of enrollment. Catalogues of a university in Ohio and a community college in Florida would be vulnerable to review, because they lack a clear statement on admission requirements. The Ohio institution states that it "wishes to admit every qualified student who applies." The Florida institution states, "A record of good conduct in citizenship and official transcripts of previously completed educational work are required." A university in Arizona appears to have a thorough explanation in several pages related to admissions regulations. Major sections cover age, character, physical examinations, application procedures, entrance test examination, and so forth. Yet, over the three pages, the reader cannot determine what criteria would be used to judge whether admissions requirements had been met. One might infer from reading the description that merely taking the American College Test would meet all requirements.

Degrees or Certificates - Another FTC guide deals with deceptive use of degrees or certificates. of the 20 catalogues analyzed, only those of public two-year institutions were found to be in violation. A community college in the Middle Atlantic states made the claim that its certificate programs "provide an opportunity for students to become occupationally competent within a relatively short period of time. Students may also use the certificate programs as a means of accelerating their advancement in their present positions of employment." No documentation of such a claim is given. Two different community colleges indicated that credits earned in certificate programs would be recognized for transfer and applied toward an associate degree. In both cases, however, units of the same institution listed course requirements for degree programs which provided no electives and did not cover the courses in the certificate programs outlined.

Fees and Refund Policies - The proposed new FTC regulations would have significant implications for fee and refund policies of proprietary institutions. They go far beyond the scope of the existing guide. Nevertheless, several catalogues studied were found to fall short even of the existing requirement. The catalogues of two Western universities failed to include incidental and living expenses in the cost summary tables. The FTC requires that the prospective student be given information on the total potential cost involved. A public institution in Nebraska, apparently as an administrative convenience because of inflationary changes in tuition and fee structures, has an eight-page section titled "Costs, Scholarships, Loans," in which tuition and fees are not even listed. The entire section is more a statement of procedures to be followed than a statement of policies. A single mimeographed sheet inserted under the front cover lists fees and a table of refunds, with no clarificaton or explanation.

The new provisions proposed by the FTC would require proprietary institutions to develop a pro rata refund policy using a formula determined by dividing the number of classes attended by the total number of students in the course. Under the new proposed policy, the institution would not receive more than the pro rata portion plus a registration fee not to exceed $25. Interestingly, six of the 20 catalogues analyzed did not report any refund policy; furthermore, none of the policies for the remaining 14 institutions would meet the proposed new FTC regulations.

Affirmative Disclosure - The sixth guide for the content analysis relates to the requirement that institutions make sure a prospective student knows what is expected of him when admitted. Two universities, one in Ohio and one in Illinois, designed their catalogues in such a way that degree requirements are listed for each department within each school or college. The course requirements, however, are given only by title and number, with no explanation of course content and no annotated course description section in either catalogue. Two institutions in separate Southern states provide a list of graduates from the preceding academic year at the end of the catalogue but do not show the original enrollment or explain the attrition which took place between the first class admitted and the graduation class. A reader could be misled to expect that admission would be tantamount to graduation.

A number of the catalogues reflected a trend toward listing behavioral objectives as part of the mission statement of the institution. An institution in Wisconsin concludes: "Hence, the goals of the university are stated as characteristics of the individual student, the learner, as he becomes an educated person." It then lists seven behavioral goals. They deal with skills, understanding, judgment, competencies, appreciation, values, and thought processes. A community college in Florida lists 12 goals, several of which would relate to student characteristics, while a university in Louisiana reports separate behavioral objectives for each department. Although the concept and technique may be laudable, such a format would fall short of meeting FTC requirements unless it were to provide a clear explanation of an evaluation component. None of the catalogues I analyzed acknowledged any evaluation, much less provided documentation that the institution or the student does in fact achieve the goals outlined.

Institutional Patterns

Examination of the various problem areas identified above reveals no significant patterns according to such variables as sponsorship, type of institution, location, or size. Universities and two-year colleges, public and private, all seemed to place similar kinds of unclear, misleading statements in their catalogues. Community colleges were the only institutions to illustrate deceptive use of certificates, since they typically are the major source of short-term vocationally directed training programs for which certificates are awarded. The major universities tended toward self-proclaimed excellence which would be hard to prove in acceptable legal terms.

From these excerpts, it is evident that development of the catalogue should not be taken lightly. It is more than a descriptive document, having some characteristics of a contract. While colleges and universities do not come under FTC regulations, the role of the courts and the expectations of the consumer are changing and must be anticipated.

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DON'T FEED PLACENTAS TO THE DEER

Anne Hart, RN, BA

Some of the most creative and resourceful people I know are nursing students -- as they frantically try to come up with the correct answers to tests. It's amazing how much they can teach an instructor who's willing to learn. I know I've gotten information from some of my students in maternity nursing that I couldn't *possibly* get anywhere else.

I'll bet you didn't know this, for instance -- that "An orchidectomy is done with a T.U.R. because the orchids are so close to the testicles." I never knew that -- and I *gave* the test. But perhaps that's where the term "deflowering" comes from.

Or did you know that a urethral catheter comes out of the abdominal wall and drains urine from the uterus? No? Well, I also found out that the heart is much more versatile than I'd even thought. It's composed of endometrium, myometrium and perimetrium. Furthermore, even though this wasn't an essay question, I learned that the pacemaker of the heart is called an essay node.

It may take a pharmaceutical company to make a drug, but a nursing student, after chewing on a pencil for a few moments, can quickly give it additional properties. Buccal *Pitoein* can cause "tetronic" convulsions -- which apparently are too ghastly for even a *dictionary* to mention -- while *Mylicon* "aids in the explosion of gas."

Need a new medication to treat thrush? Got a whole list. Choose from Venetian Violet, Genetian Violet, Gengin Violet, Jensen Violet, Genitan Violet. If these fail, try Genetian Violate -- but only as a last resort use Myathin blue. As for the bugs that cause thrush, they're Candita Albicans, Candidis Albicans, Conida Albicans, or plain old dandy Dandida.

Want to know how to perform a laparoscopy? Simple if you follow these instructions: "The abdomen is blown up with air, the scope is inserted, the organs are visualized, the scope is pulled out, and the abdomen is then deflated." Or how about something simpler, like perineal care? As one student explained the purpose of "pericare is to cleanse the uvula, perineum, and anal region."

Here are some other things you might never have known otherwise: a diaphragm may be removed at least 6 hours p.c., artheropnephrosis is hardening of the kidneys, ballottement is the "rebound of gestation," and a circumcision is the surgical removal of the penis. Also, in case you were wondering, it's not pertinent to assess the sexual needs of any patient over 30.

What a wealth of information you can find -- not only in tests, but in written care plans and research papers. Consider these:

"The nurse must be with the doctor at all times during a pelvic examination. Not only for the doctor's safety, but also to offer reassurance and support to the patient." In a split second, a bullet, a knife . . .

"A circumcision permit is signed in case a boy is born, unless some religious belief prevents it." A religion with all girls?

"Nineteen-year-old M.C. was pregnant with plans to be married in June." That's *really* conceiving a plan.

"To tell if you have proper support, the nipples should be at the midpoint of your arms." Aren't everyone's?

"In this situation the breech was partially engaged and was allowed to ambulate." Running around with another breech, eh?

"Baby let out a lust-full cry." Already?

"A premature baby needs a lot of T.L.C. because of the lack of stimulation by other humans in the isolette." Hey, all you in there!

"The cord was immediately clamped with a sterile cord clamp and received in a sterile blanket." Aah, the baby can fend for itself!

"Lighting from over-the-bed light provides proper elimination." Oh, for a light bedpan!

Charting can also be quite an eye-opener. For example:

Cervix 1-2 cm, presenting part high, unable to find Dr. Jones.

Patient breathing with and without respirations.

Admitted via w/c. Sipping meconium stained fluid.

Patient voided brown formed stool.

Patient was offered diversional activity but refused.

Vaginal pack out, Dr. Smith in.

And then my all-time favorite: "Patient admitted by a wheelchair crowing, delivered as soon as got to stable."

Whether some of them *get* it from the patients or *give* it to the patients, I don't know. But here's a sample from a patient:

"I've been having these contraptions, but how far am I violated?"

Far-fetched? Yes, but imaginative, too. Like the reply of one student who, when asked why our hospital saves placentas for the State Department of Health, deduced that placentas were fed to the deer.

If you still doubt that teaching maternity nursing is a rewarding, enriching experience, read how one student answered the question. "How has the course in maternity nursing contributed to your personal and professional growth?"

She answered: "It made me realize a lot about Obstetrics. Labor and Delivery was very interesting, and I learned a lot more about having a baby than I was ever taught in High School."

I try not to let compliments go to my head.

Anne Hart, Instructor
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OATYC JOURNAL FEATURE:
CHALLENGES TO OHIO'S TWO-YEAR COLLEGES

CAREER COUNSELING

Contributed by Paul G. Michael of Jefferson County Technical Institute

Counselors and admissions personnel of technical colleges are well aware of the problems encountered when counseling students who are unsure of their career choices. To cope with this problem, many technical colleges have developed counseling techniques that include testing, vocational counseling and career education courses.

The marginal success of these programs at the stage of advising students directly out of high school can be attributed to certain recognized factors:

1. Valid career choices are often hampered by the student's lack of exposure to the actual world-of-work.
2. Young persons must make decisions regarding their choice of academic programs as early as the eighth grade. Such decisions may lock the student into an academic track that is not compatiable with later career aspirations.
3. Students are often unaware of the courses they should be taking in high school to enhance their chances of success in college or in a vocation.

It does appear that career education should begin long before the student is graduated from high school. This need for additional career information can be met in part by utilizing the expertise available in the technical colleges. Experience has shown that faculty and counselors in the secondary schools are most willing to have technical college personnel share career information with their students. Although several technical colleges send representatives to "career days" aimed at high school juniors and seniors, there is still a need to improve the outreach aspect of career education.

The technical college should develop and coordinate career-education programs specifically for students in secondary schools, beginning at the junior high level. The availability of this career information should be communicated to the responsible individuals in the secondary schools. It is also important to identify faculty, staff, and advisory committee members who are willing to participate in the program and to visit the schools. Once established, this cooperative effort in career education can be a valuable aid in helping secondary students make effective career choices.

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REACTION

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LETTERS OF REACTION:

The JOURNAL'S "Reaction" section evinces the responses of the readers to the JOURNAL and to articles which are appearing or have appeared in it. This issue presents three letters of reaction to the JOURNAL and three articles of reaction to JOURNAL features.

. . . Your recent March 1976 issue has caused most favorable comment on this campus, and I hasten to add my statement of admiration. You've done a superb editing job and I am delighted with it. Congratulations on a fine issue.

Phillip A. Sinclair
Associate Professor
Community and Technical College
The University of Toledo
Toledo, Ohio 43606

Thank you for sending me a copy of the OATYC JOURNAL for March 1976. I found the content most interesting and surprisingly diversified. You are to be commended for doing an excellent job in your role as editor of the JOURNAL.

Charles E. Warman
Vice President of Academic Affairs
Cincinnati Technical College
Cincinnati, Ohio 45223

. . . Congratulations on the JOURNAL. It really looks good--format and content. I'm pleased to see the kind of response you are getting. It's really fine to see great effort pay off in great results ... [however, please note that] Lucas County is served by Comm Tech *and* by Owens Technical College! Almost 70% of our student body is from Lucas County and we are planning a service center in metropolitan Toledo.

Ann Harrold-Doering
Vice President of Personnel
Development and Off-Campus Activities
Owens Technical College
Perrysburg, Ohio 43551

ARTICLES OF REACTION: REACTION TO FRANKLIN KOONTZ AND PHILLIP SINCLAIR'S "PROFESSORS BRING THEATER INTO CLASSROOM AGAINST TRADITION"

Lee Hall

I heartily agree with the opening statement that the improvement of teaching and learning is a much talked about subject in academic circles. Unfortunately, it is also true that each college student today has watched some 15,000 hours of television and films between kindergarten and graduation from high school, which is a factor contributing to the fact that many of these same students can't read or write at the appropriate level. We are constantly finding students entering college with writing skills at the seventh-grade level. Further, these same students who have sat passively in front of the television sets expecting to be entertained, enter college with the expectancy that the entertainment should continue. Not only can they not write well; they can neither spell nor read well. Is the professor's obligation to teach or to entertain?

Learning is essentially an active process. The student must be actively involved and engaged in the learning process. Sure, learning can also be made pleasant, and it is true that psychologically a learning experience that is pleasant will be remembered longer than one which is unpleasant or boring. The authors of this paper make assumptions that all theatrical and television presentations are instructive and worthwhile and that all classroom lectures are dull and perhaps boring. This is a fallacious assumption. One cannot argue from the premise that "all" of a category is true or untrue. *Some* lectures may be dull; *some* professors may be dull. Others are dynamic and exciting. *Some* theatricals and television presentations may be exciting and productive to the learning situation; *some* may be duds! Thus the authors are "begging the question" -- they simply do not prove their claims.

Another fallacy this paper commits is one of oversimplification -- the "either-or fallacy." They have assumed that there are only the two choices of classroom instruction, either lecture or television and theatrical presentations. By limiting classroom instruction to these two methods, they have simply ignored all discussion groups, conferences, problem-solving, role-playing situations, and simulations, to mention a few.

I would also disagree with the authors' assumption that students' basic interests would list education last after food, clothing, hobbies and special interests. I believe that the students of today, in the economy of today, are more serious students than those of a few years ago. Many of them are older and now know their goals and objectives in life -- they are quite serious in getting the education to further their goals. It is true that Abraham Maslow's heirarchy of motivation must be taken into consideration in any study of goal achievement and motivation. Once the basic physiological needs (hunger, thirst, sex) are met, people are motivated by needs for security and safety, belonging and love, esteem, and self-actualization. I happen to believe that education is the vehicle many chose to achieve their higher "needs."

Although I have disagreed with parts of this paper, I find much of it valid and exciting. I couldn't agree more with the statement that the *"manner in which information is presented is important!"* I also concede that wit, humor, and

laughter are important in the classroom. What I do disagree with is their assumption that the only way to introduce factual material in an interesting manner is with television and theatrical techniques. This could be an excellent instructional teaching tool *for some subjects* -- and would like to see these techniques used, at least in part, for those subjects. I could not advocate teaching with television and theatricals for *all* subjects. Moreover, I would not advocate that *all* professors use it. I feel that a professor must present the material in the fashion that he feels he does most effectively. I am sure that if a professor chooses another method other than theatricals and television, he will not be "simply reading lecture notes." In fact, I know no professors who *read* lecture notes in front of a class, although I suppose there must be a few.

In conclusion, I am glad that this paper has advocated this avenue in presenting classroom instruction. For some professors, and for some subjects, it can be exciting and rewarding. For others, it will not be the promised sugar-coated pill that will be the panacea to classroom problems.

Lee Hall, Instructor
Communications
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Newark, Ohio 43055

REACTION TO TIMOTHY NOLAN'S "A COMPARATIVE STUDY OF THE PLANNING, IMPLEMENTATION, AND EVALUATION PROCESS OF AUDIENCE–COMMITTED AND NON-DIRECTED TECHNICAL WRITING STUDENTS"

Jack Tabor

In "A Comparative Study of the Planning, Implementation, and Evaluation Process of Audience-Committed and Non-Directed Technical Writing Students," the instructions the teacher gives to his students are seemingly unclear, and so the students are unable to fulfill the writing assignment.

The term "intended audience" is not clearly defined for anyone -- the reader, the student, or the instructor. (But any process paper is, in essence, a definition, i.e. how the expert accomplishes it.) It is not clear how the instructions given to the experimental group differ from those to the control group. However, the magic of the superior performance of the experimental group is worked by having each student give the name of the audience--group or individual. But one never addresses a group; in the classroom discussion, for example, the instructor has a dialogue with one student at a time, and the rest of the class identifies with the two participants. And if an individual is addressed, it has to be someone within the Allied Health Profession, not the novice or layman to whom both writing samples--the highest and the lowest--are apparently addressed.

These two results indicate that both the students and the instructor are confused. Though the students are required to address a specific group or individual audience, apparently they don't know this audience because neither the highest nor the lowest knows, at the beginning, whether the audience is acquainted with the equipment. Then after assuming that the audience indeed

has such familiarity, both students give an explanation to someone other than that audience. The students in both writing samples freely shift point of view, which they could have picked up from their instructor, as he shifts freely in the "planning" and "evaluation" sections of his article. This sort of shifting could probably be excused in a narrative or argumentative writing because of the writers need for involvement. But an expository writing requires distance: the first, second, and third persons must not become extensions of the "I" -- especially when an expository writer is supposed to be consciously audience-committed -- because the message loses objectivity and becomes subjective, and further the audience becomes not a person but a "thing," like a stethoscope.

The two writing samples here -- the highest and lowest -- can be ranked in that order in terms of the amount of detail included, but not in terms of which was most effective because of the specific audience addressed. This study is apparently designed to prove that the audience-committed approach is stronger than the non-directed approach, and this is the conclusion that it reaches, regardless of the fact that the sample papers fail to support this conclusion.

Jack Tabor, Instructor
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REACTION TO ROBERT A. BARNES'S " TO BARGAIN OR NOT TO BARGAIN" AND WILLIAM D. HITT'S "PROJECT USHER" (OCTOBER 1975)

Benjamin R. Wygal

Collegiality is a positive approach to the conflict developing between administrators and faculty in the community colleges. Collective bargaining issues and the question of whether or not to have unions on campuses have become the central prevailing issues for most two year colleges. Many colleges are unable to resolve the struggle for power, making it increasingly difficult to communicate effectively. A different model is needed as an alternative.

Florida Junior College at Jacksonville successfully offered faculty and administrators such an alternative in a recent secret ballot election. By their vote, college employees accepted the opportunity to work together on problems of concern rather than relying on a third party to make decisions on common problems. If collegiality is to succeed as a cooperative procedure between administrators and faculty, then administrators and faculty need to understand the basic assumptions related to this concept.

In the theory of collegiality, "growth" is the main purpose of human behavior and "belonging" the chief condition for growth. Growth is defined in general as a continuous development toward increasing our ability to survive and to make progress toward human purposes, such as exploration in our human capacities through free exercise in new fields of opportunity. Belonging is one of the basic needs of all human beings. It is a basic need of all individuals and any social group. Growth of the human being is promoted by belonging, not isolation. In

studies of growth it is noted that there are a number of factors related to growth that have significant relationships to cooperative procedures.

Freedom of choice is a fundamental prerequisite to human growth. The human being in isolation or in a rigid authoritarian environment has little freedom of choice. Status is necessary for growth. The individual needs not only to belong, but to have a role in which he has the opportunity to grow. It is possible that when an individual struggles for power, he is merely trying to achieve a status in which he has the opportunity to grow. All living things exhibit irritability. This irritability leads to action, and that action leads to growth. Therefore, cooperative procedures, in order to promote growth, must be active, not passive, and designed to satisfy some of the personal motivations of all employees.

The implications of the principles of growth and belonging in the concept of collegiality are evident. If growth is the major purpose of human belonging and belonging is essential to growth, then cooperative procedures which provide opportunities to belong are essential in community college environments.

Benjamin R. Wygal
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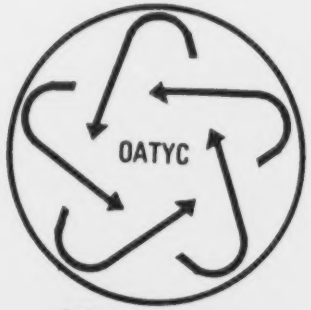

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OF THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

Vol. II No. 2 **February 1977**

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

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PRESIDENT'S COMMENT
A PLEDGE OF COMMITMENT FOR THE GOOD OF OATYC

Dr. Max Covert

Dear Colleagues,

The real key to success is "commitment." If there is anything that makes a difference between a winner and a loser, it is commitment. You can see it all around you.

When one of your students decides to complete a course or program at your institution, they complete it because there was a commitment. It was commitment that carried them through to success. So it is with this organization of ours. We have been a winner because of the firm commitments of many individuals; the personal initiative of people who care, people who want the principles of education taught in effective and efficient ways. This dedication to success can be further attained by cooperative efforts between administrators, faculty, and staff during the coming years in establishing realistic goals and objectives designed to build a strong organization.

During the year, the officers and directors of OATYC encourage input from each of you as to what they can do during the annual conference to help in making this affair a more meaningful meeting. We, as an organization, certainly can't be eveything to *all* people. However, by letting the officers and directors know of your needs and desires, they can make every effort to design programs to meet the needs of majority groups.

As I write this letter from the president's corner, we are winding up the 200th anniversary of our nation and entering into a new era of history. Much of the history of the past has highlighted the bad. The history of good has seldom dominated the news -- it's hard to make interesting headlines out of the good. The pages of man's history have long been filled with strife and struggle, with crisis and conflict, with disaster and disgrace. This is essentially the history of "bad."

Through the centuries, the "real" history of man has been of good. Humanity has slowly been evolving to the point of more compassion, more knowledge, and more hope of the future. The history of good has been present all along. The question I have to ask is, "Who will help to write the future educational history of good?" It should be written primarily by educators and professional men and women in their everyday lives, in their attitudes, and in their comments and commitments with people around them. As professional educators, we have the freedom to use our personal energies and creativity in the ways we feel are best.

OATYC is a GREAT organization because it is a GOOD organization. It was made this way because people had the commitment for GOOD.

As members of this organization, let's make this our continued commitment to education for the coming year -- to help write the History of Good.

COMMENT:
OATYC: SYNECDOCHE IN MEDIA RES

James D. Fullen

"Any jackass can kick a barn down, but it takes a carpenter to build one."
-- Will Rogers

Session: "OATYC in - Action," Dr. Able N. Willing, The Ohio Community and Technical College
Room: State Inn: Hospitality

Dr. Willing [speaking]: . . .Moreover, to foster cooperation and communication among member institutions, the Ohio Association of Two-Year Colleges holds its annual conference. This conference provides the two-year colleges of Ohio the opportunity to share and to discuss common problems and new ideas. Thus, the OATYC potentially offers much -- not only to each institution, but to each individual member. . .

Ms. Conception [whispering]: Well, not to me -- a nurse. But, you know, at the community college we department heads must do much that we're not paid to do, like attending this conference. The administrators got to go to some national convention in New Orleans -- and here I am, stuck in Cleveland, listening to a bunch of two-year technical college nitwits talk about things I could care less about -- like engineering.

Mr. Ustenboore [mumbling]: What do you mean? I'm an engineer and nothing had been said here that I haven't heard a million times. The whole organization's a real zero.

Dr. Willing: . . .YOU are the Ohio Association of Two-Year Colleges. The promise of the organization is in your representative voice that must not only try to identify and improve the status, prestige, and welfare of all two-year colleges in Ohio, but must provide the collective structure and amiable atmosphere by and in which all related groups -- administrators, faculty, and staff -- can meet, discuss, and resolve together. . .

Mr. Ustenboore: Hell, an administrator could care less about what instructors do, as long as there's a warm body in the classroom. . .

Ms. Conception: Well! That may be true of the technical college, but as a nursing departmental head, I want you to know I really care. And, my nurses really care too, although there was no way they could make it this weekend. Why, that's the only reason I'm here at this conference, because I care enough to take something back to them. However. . .

Dr. Willing: . . .however, to them -- to promote articulation and cooperation among all the educators in Ohio. The OATYC attempts to increase the

contribution of the two-year colleges to the total education process by supporting and participating in other collegiate education organizations, the Higher-Education Conference Committee, two-year college studies and tasks, and by publishing a quarterly journal.

Moreover, in order that the two-year colleges cohesively forge purpose and identity, the OATYC exhorts its members to work together. To do this, they must get to know one another, and they must learn to respect and to listen to each other. For who knows two-year education better? They must not only focus upon their own disciplines and technologies, but become cogently acquainted with the associate fields. This means they cannot only teach. They must study and research their own problems. They must help prepare their own instructors. They must write their own textbooks. They must share their findings, learnings, and ideas through their JOURNAL. The OATYC offers the needed umbrella to. . .

Ms. Conception: Write textbooks? Research? Is he kidding? MY time is all tied up with teaching, attending committee meetings, and trying to get my nurses to cover the syllabi. Anyway, I'm not coming next year. Nobody from our college made a single presentation.

Mr. Ustenboore: Me neither. Two of us were asked to, but we didn't. And we don't have time to write this journal nonsense either. No journal says anything. That's why I never read them.

Dr. Willing: . . . the key is active support. In the future, the promise will. . .

-- James D. Fullen

TEXT

A PERSONAL PERSPECTIVE ON SOME CHALLENGES FACING OHIO'S TWO-YEAR COLLEGES

Nolen M. Ellison

Dr. Nolen M. Ellison, District Chancellor of Cuyahoga Community College, delivered the 1976 OATYC Educators' Conference keynote address. For those of you who were not present and missed the message and for those of you who were present but need to be reminded of the message, the JOURNAL presents with pride the text of Dr. Ellison's speech.

I am still a relative newcomer here in Ohio. I would like to especially thank Dr. Robin R. Livesay for extending me this opportunity to be with you this evening and to share my perspective on some of the challenges facing Ohio's two-year colleges. OATYC plays a vital role in the state of Ohio in serving as an umbrella organization representing the common needs and concerns of our institutions. The Association, along with such organizations as the Business and Education Teachers Association (BETA) and American Technical Education Association (ATEA), have indeed their own unique challenge. I will briefly discuss that topic later in my remarks.

I was pleased to see the October issue of the OATYC *Journal*, which focused attention on the Cuyahoga Community College District. There is no need, therefore, for me to comment at length on the College and its current status. I would, however, encourage each of you to review the *Journal* article as a snapshot of CCC and its efforts to chart directions for the next five- and ten-year periods as the State's largest urban-based community college. Our institution faces the challenges of responding both quantitatively and qualitatively to the demands of a highly complex urban county and the multifaceted needs of its citizens. We believe at this time, through a rather concerted effort to update the official College Plan (a legislative requirement for local community colleges), that our institution is putting in place the capability to meet the educational management and leadership needs that we and all higher-education institutions will face in the decade of the 90's. In that regard, you may find of interest some of the literature that has been placed on the display table.

As I reviewed the program for the meeting this week, I noted a large number of CCC participants from the "host" college. I should make you aware, as I am sure you already are, that OATYC is alive and well at Cuyahoga Community College because of the professional dedication and support given to the organization by persons like Dr.(s) Liz Redstone and Ken Shipman. They have joined with a group of others in the College to remind us, gently but firmly, of the obligations that we have to our profession and to maintenance and support of organizations which both promote and foster a sense of direction for two-year colleges on both a statewide and local basis.

I have attempted to take my lead for this evening's comments from Dr. Livesay's early remarks to me regarding the conference theme, which is taken from the Association's symbol and connotes dynamism, change, and movement. Certainly the state of affairs in higher education highlights these realities today. As a confirmed optimist, I am persuaded that the changes and movements currently being experienced within higher education and as a result of pressures from the outside *can be* directed in positive ways to benefit the teaching profession and our institutions. If left unattended, however, these same changes and movements could very well destroy both our historical heritage as related to higher education and the hopes and expectations that many of us still foresee for American higher education.

It is evident that a renewed focus on basic human, intergroup, and to the issues which appear to be most prominent on the higher-education agenda today: tenure, salaries, collective bargaining, academic freedom, legislation, court actions, job placement and quality education.

Specifically, then, let me briefly review what I see as the most crucial challenges facing us and the relationship of these challenges to the concerns noted above. Many of the issues directly relate to the growing pressures toward centralization of activities and decision-making at the state and national levels. The result has been an increasing loss of professional and institutional decision-making prerogatives that have long been a hallmark of higher-education communities. In this regard, a number of areas should be focused upon by this organization and its membership.

One such area is the *recently adopted Ohio Board of Regents Master Plan for Higher-Education to 1981.*

In the broadest sense, we are charged in the Master Plan with the responsibility of providing opportunities for higher education within the reach of every Ohio citizen. The thought seems staggering when we consider that in Ohio today there are more than seven million persons over the age of 18! *While we can physically provide higher educational opportunities for all who seek them, it will take an extra dimension of effort from each of us* to provide a viable context for the opportunity. The Master Plan makes clear the fact that our state system of higher education has not adequately addressed the removal of those psychological barriers to college which yet confront many of Ohio's citizens. When the Master Plan refers to "psychological access," we know it is focusing on citizens who are usually physically able to get to our campuses or satellite centers, but who through educational, cultural, or economic deprivation, feel unable to achieve the levels of excellence demanded by our institutions. *We must accept as part of our responsibility to assure such individuals that two-year colleges have something to offer them besides programs for which they may not be immediately* able to master. Our institutional approaches and techniques must be carefully planned to encourage student attendance. Once we accept the premise that all our citizens are entitled to strive for their own levels of excellence, we can begin to motivate their progress. Tutoring plans, self-testing plans, learning reinforcement methods --- there are many available ways of helping students achieve an improved level of education. We can explore them once we've made the student feel "welcome" within the context of our institutional missions. I have noted that you are addressing these concerns and needs as part of the program of this conference.

We know, too, that while the Ohio Master Plan speaks to goals and intended directions for higher education, the bicentennial budget is the actual policy statement of how our state supports post-secondary educational opportunities for its citizens. We must carefully watch this delicate balance of relationships

and the creative legislative process which produces funding for our program and efforts.

Certain Federal purposes and higher education have already created a stifling condition at this time in terms of some selected funding efforts. We should be aware of a "creeping control" away from our institutions and our responsibilities as professional educators for basic educational programs and the philosophical directions which our institutions must take in their achievement of our educational missions.

The discussion in the Ohio Master Plan regarding *collective bargaining* in higher education should also be read carefully and understood by all professional educators. There is an assumption that there are some involved in education who do not necessarily view themselves as *professional educators*. The issues and directions taken by faculty organizations and groups must be both sound and contributory to the health of the profession. This can only occur through cooperative, high-level, professional relationships among faculty, administrators, students, and the public-at-large which supports our profession.

Evidence is clear at this point that internal conflict and disruptions related to antagonistic relationships that have developed in hard-line collective bargaining efforts in public education have hurt our basic cause with the general public. I believe the public tends to see itself as the loser in such conflicts and therefore is becoming less willing to support our continued claim of a need for increased support. This phenomenon can best be seen in the public school systems at this time. Those of us who see our professional roles as important in higher education must provide the leadership as public higher education approaches the issues of collective bargaining, institutional decision-making and institution futures. I urge each of you to obtain a copy of the Public Employees Bill which passed the Ohio legislature last session. In my view, the bill raises major questions relative to the continued right and responsibility of institutions and professional educators in the setting and achievement of educational objectives and institutional missions long honored and indeed cherished by higher education.

A second area for focus is the changing educational scene.

I see a relatively clear transition which has occurred between the decades of the 1960's and 1970's. The 1960's were characterized by birth of a new student militancy as well as a demand for participation and change in the very process of higher education. Certainly, the unpopular war in Vietnam and racial conflicts in our society, heavily contributed to both student frustrations and demands. There was a general feeling on the part of many students that institutions of higher education were both irrelevant and insensitive to the "real world." We now find that in the 1970's there is a growing militancy on the part of professional employees who are raising the same issues of institutional sensitivity and lack of participation in the decision-making process. I believe the issues of governance and participation, scholarly pursuits and academic excellence, as well as institutional and professional accountability will continue into the 1980's as our two-year institutions reach maturity and full recognition within the higher-education community. It can, and should be, a healthy process of change. Indeed, it must be. For the central challenges still facing us - expansion of career and general educational issues of open access to higher education and training, and needs of a changing student population - can only be met in a climate of professional accountability and shared decision-making.

The final two challenges that I would like to briefly mention are the political

climate for higher education in our state and our own future as professional educators. I have saved these areas for last because they are, obviously, interdependent. If we are to protect the future of our two-year institutions in Ohio against both a lack of internal direction and external demands; and if we are to defend our institutions and our profession from further erosion from without, concerted action and professional commitment must be the goal of this conference. This sense of professional accountability must be the basis for our individual actions as well as for the actions of our institutions and their constituent components. I mentioned earlier the kind of commitment reflected in individuals like Dr. Livesay, Jim Fullen and Elizabeth Redstone. It is indeed, this type of leadership that is needed more than ever as two-year college professionals attempt to make their voices heard locally, in Columbus, and in regional and national bodies addressing the issues of access, opportunity, and education for all in our society who can benefit from it. This noble goal, established for American higher education in the decade of the 50's and early 60's is still a valid aspiration for higher education in our country and state. The land-grant philosophy, with its basic commitment to bridging the gap between theory and practice for the common and not-so-common man, is the heritage of the community and two-year college movement of the 1960's and 1970's. Two-year colleges in Ohio and each of us, as two-year college professionals, must assure, as we acknowledge the bicentennial year realities, that it is indeed our kinds of institutions which the majority of Americans will look to for their first steps in achieving personal and professional career aspirations. This message must be heard and heeded by those responsible for making decisions regarding our future.

I am convinced that *OATYC* must seek to strengthen the voice of two-year college professionals, board members and community through concerted, coordinated action toward those ends which are critical to two-year college educational opportunity. This organization must also strengthen its willingness to join with other organizations which have as their primary focus the vitality and future of two-year institutions of higher learning in the State of Ohio.

Jim Fullen's comments, in the opening section of the October *OATYC Journal*, seemed particularly appropriate to me in summarizing the challenges facing all of us in the decade ahead. With Dr. Fullen's permission then, I would like to end my own remarks by restating his excellent observations:

> Indeed, these challenges and the diversity of their answers are ponderous, and many times become discouraging to us. As believers and working members in and for the cause of the two-year colleges, we are tempted to become cynical and defeated, often sharing Simon Bolivar's despondency: "I have plowed the sea." A common definition of a cynic is that of Ambrose Bierce: "A blackguard whose faulty vision sees things as they are and not as they ought to be." Definitions of "cynic" such as those of Bierce, Shaw, Twain, and others are often repeated because cynicism is a common reaction to problems; though a negative one, it is the easier. But just as natural a reaction is that of the believer who sees problems as challenges, meeting them with zeal and verve, seeking to determine his own destiny in spite of difficulties.

The answers to our corollary challenges, likewise, are to be found not in what is wrong but in what is right. This positive approach was the exemplary spirit of this year's Democratic Convention in New York. Referring to the Democratic defeats of 1968 and 1972, Walter Mondale charged, "We were defeated not by our opponents but by ourselves." Perhaps this positivism was better stated in the keynote address of Barbara Jordon when she concluded: "Citizens of America deserve more than a recital of their problems. . .If we promise, we must deliver; if we propose, we must produce, if we sacrifice, it must be worthy. . .We must seek to remove the obstacles. . We must form a national community -- individually." These words are equally applicable to us.

Diversity no exception, the answer to our basic identity and its corollary challenges lies within the believers, we who are the two-year college educators -- collective and individual. Any one of us is part of the answer, all of us, working together, is the answer.

Nolen M. Ellison
District Chancellor
Cuyahoga Community College
Cleveland, Ohio 44115

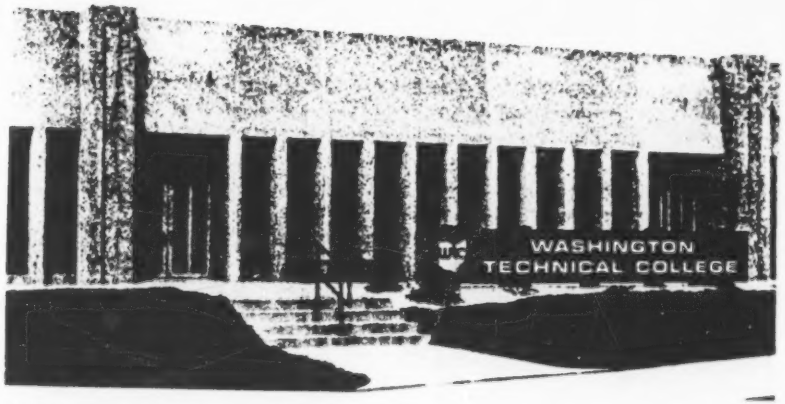
FOCUS: WASHINGTON TECHNICAL COLLEGE SERVES THE WASHINGTON COUNTY AREA

Edward W. Holzapfel, Jr.

"Focus" is the portion of the JOURNAL set aside for reader visitation to one of Ohio's two-year colleges. This quarter, the JOURNAL introduces the reader to the Washington Technical College in Marietta, the only technical college in the southeast quadrant offering automotive-diesel and welding fabrication technologies.

Technical development in our society is expanding at an ever-increasing rate. In order to continue this rate of development and to apply the discoveries, inventions, and innovations needed to keep our society operating, we have recognized the need to educate technicians and paraprofessionals to assist the professional and scientific personnel educated by the traditional universities and colleges. To meet this need, education specifically related to an occupation is being offered by many two-year colleges in Ohio and throughout the nation. As the growth in enrollment indicates, the valuable services provided by technical colleges are being recognized by both prospective students and employers.

Washington Technical College is part of the state system of technical education serving the Washington County area of Southeastern Ohio. Chartered by the Ohio Board of Regents in 1971, the college occupied offices in



downtown Marietta and used the buildings of the Marietta City School District to hold classes. In the fall of 1972, the college moved to its new campus just outside of Marietta.

Washington Technical College, in its charter plans submitted to the Ohio Board of Regents, states that the primary mission of the college is the development of competent technicians. This development blends the required skills and knowledge of an identified career with the necessary social and civic disciplinings needed for producing productive community members. In order to accomplish this goal the college has set as objectives:

(1) To provide associate degree and certificate programs which will prepare a student for employment.
(2) To provide developmental education as a continuation of the patterns and skills established in secondary education.
(3) To provide continuing education designed for occupational up-grading and general cultural value.

To provide the technical education needed by the citizens and employers of its district, Washington Tech offers classes in two major divisions:

BUSINESS DIVISION

Accounting Technology
General Business Management Technology
Secretarial Science Technology

ENGINEERING DIVISION

Welding Fabrication Technology
Electrical Engineering Technology
Broadcast Option
Automotive-Diesel Technology
Industrial Engineering Technology
Manufacturing Technology
Mechanical Engineering Technology

In addition to the Associate of Applied Business Degree and the Associate of Applied Science Degree, the college also offers two occupationally oriented certificate programs. The Clerk-Typist Program is offered through the Business Division and a Drafting Program is offered by the Engineering Division. Also, the college this fall has assumed administrative control of the Washington

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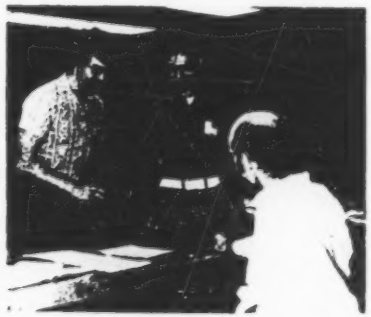
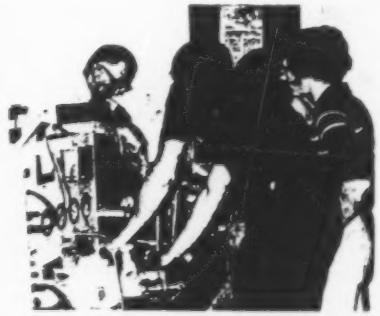
County School of Practical Nursing. This one-year program, functioning as a separate school, prepares the graduate to enter the field of Practical Nursing upon passing the state examination.

An applicant to Washington Technical College should have a high school diploma or a recognized equivalency. In addition, specific courses are required or recommended for selected technology programs within the college. Students who lack the necessary skills are counseled to enroll in the appropriate developmental education courses.

Washington Tech has continued to grow in service to the citizens of its community. In the fall of 1976, 554 students enrolled in the college as compared to the original 100 which enrolled in the fall of 1971. In addition to the original technologies which were offered by the college, an Automotive-Diesel Technology was started in 1975 with classes being offered both to the full-time students and in the continuing education program. This fall the college started a Welding Fabrication Technology. Both the Automotive-Diesel and the Welding Fabrication Technology are one of only three programs offered through public higher-education institutions in the state of Ohio. Washington Tech is the only college offering these programs in the southeast quadrant of the state.





Through the continuing education program, evening students may earn credits toward all of the associate degree technologies and certificate programs. Because of its commitment to continuing education, the college also offers through the Business and Engineering Divisions a wide occupational needs of the evening students. In addition to the degree and certificate programs which are offered, developmental educational courses are offered in pre-technical subjects so that students who may have inadequate educational background may prepare themselves for college level work. These classes include Pre-Technical Math, Fundamentals of Effective Reading, Speed Reading, and Fundamentals of English.

Because of the success of off-campus courses at Belpre High School last year, the college has also begun continuing education classes in other surrounding community high schools. Classes are currently being offered at Morgan High School, near McConnelsville in Morgan County, and at Frontier High School in the Frontier Local School District. Special-interest, non-credit courses in areas such as House Plants, Amateur Radio, Interior Decorating, and Restoration of Historical Artifacts have or are being offered through the Continuing Education Department. As a growing member of the southeastern Ohio community, Washington Technical College takes pride in its services to the residents of the area.

Edward W. Holzapfel, Jr.
Director of Community Services
Washington Technical College
Marietta, Ohio 45750

A NEW APPROACH TO INDUSTRIAL ENGINEERING TECHNOLOGY

Max Covert and Robert L. Pfau

The following two articles were selected as representative of the many outstanding Conference presentations.

Imagine an associate degree program which has no regularly scheduled classes; a program which can be started at any time and is completely independent of the traditional quarter system; a program based upon the concepts of mastery learning and the development of skills actually used in daily industrial employment; a program that is completely individualized and self-paced, allowing each student to proceed as rapidly as he (she) can; a program which integrates the necessary auxiliary subject areas such as communications, mathematics, physics and the humanities into objective sequences in the base technology. Such a program exists, not in theory or on the drawing board, but in every day use at Northwest Technical College.

This innovative industrial engineering program was developed by Moraine Valley Community College in Palos Hills, Illinois, and was installed at Northwest Technical College in the Fall of 1975 as an Ohio Board of Regents pilot program for a consortium of two-year colleges in Northwest Ohio. However, the development of a two-year associate degree program having real value for both industry and the student and acquiring skills and knowledge from many areas of human endeavor was no simple task.

As a result of actively involving practicing industrial engineers in the development of this program, the entire course of study has been keyed to a list of some 180 objective statements, each of which specifies that the student master a skill to a given level of accuracy. The student, therefore, knows in advance what is expected of him and then proceeds to develop that skill until confidence is established that the objective can be met. At that point, the student takes a test through which mastery can be demonstrated. It is the student and not the instructor or the calendar that decides when the test will be taken.

In place of the traditional classroom lecture and laboratory work, the student chooses from a variety of materials designed to assist him in the development of mastery. The primary media used are:

(1) Video tape lecture-demonstrations
(2) Synchronized sound-on-slide presentations

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(3) Traditional textbook assignments
(4) Programmed learning packages
(5) Sound-on-page presentations

Most objectives may be pursued through several different media.

Final exams in the traditional sense of the word do not exist. In their places are a series of project assignments in which the student will use the previously mastered skills to solve realistic industrial problems.

The objectives are grouped into sequences and modules which begin with reviews of basic mathematics, communications and science topics and end with advanced topics and a final project performed in an actual industrial situation.

For those students who do not desire to pursue an entire degree program, the modules are so structured that completion of selected modules results in skill development in particular areas within the industrial engineering profession and certificates may be earned signifying that those skills have been developed. Those choosing to work toward the Associate in Applied Science Degree will complete all seven modules and earn the certificates as they complete the appropriate material. (A complete list of the sequence and module titles, along with the quarter credit hour value assigned to each, will be found at the end of this article.)

The instructor is still a necessary component of the system, and the entire program is coordinated by an instructor who has had extensive industrial experience as well as the necessary training in the field of education. The instructor serves to guide the student during his development and to devise alternating learning experiences as may be necessary to suit an individual's particular learning style. One of the very fundamental concepts upon which this program is based is recognition of the fact that individuals learn at different rates and by a variety of methods. In view of this, it is not expected that the program will remain in a permanent "canned" state but will, of necessity, be dynamic and changing to meet the needs of particular students, the desires of specific industries and the values of a changing society.

As compared to the more traditionally structured programs and traditional instructional methodology, this innovative program has the following advantages:

(1) Material is not missed if the student, for any reason, cannot be in school at a specified time. The student is free to establish his own schedule.
(2) Failure at testing time does not mean that all is lost. The IET program is based upon mastery learning concepts and failure only means that the student must re-study until he has mastered the objective.
(3) The IET student may register and start at any time. The program is continuous and not tied to the traditional academic quarter.
(4) A change in employment hours or in place of employment does not mean that the student must choose between employment and school - he simply reschedules his school work.
(5) The projects at the end of specific modules are designed so that previous learning is continuously reinforced and the student is prepared to research a project in a manner similar to the one he would use if he were actually working in an Industrial Engineering Office or a related field.
(6) The role of the instructor/coordinator is more closely akin to that of a superior officer in an industrial setting. That is, the student receives his assignment, knows what is expected of him, and then it is up to him to perform the work. The instructor can concentrate on the problems that an individual student has, rather than upon preparing the same lesson over and over each year, or each cycle of the course.

At Northwest Technical College it is believed that programs of individualized, self-paced instruction, while not the answer to all educational problems, do have a place and will assume an increasing share of the burden. The continued development and expansion of programs based upon this model can help fulfill the role and destiny of Ohio's two-year colleges *and enable the delivery* of high quality educational service to many individuals and areas whose needs either are not now being met at all, or whose needs are being met inadequately.

While this program has not been in existence in Ohio for a sufficient length of time to have proven its effectiveness in the world of work, those of us who have spent an apprenticeship in that world can see other potential advantages in such areas as improving the productivity of our educational institutions and in maintaining the relevancy of course offerings and programs. Two-year programs provide services which are useful and effective and which are desired by business and industry; as well as those which are humanistic, and which may be desired by education for the sake of education. The goal of this innovative program is to provide relevant and effective educational services that will serve the supporting public in an efficient manner.

Employment opportunities in a wide variety of industrial situations are available to certificate and degree holders as follows:

A. Methods Study Certificate
   (1) Time Study Technician
   (2) Cost Analyst
   (3) Cost Reduction Coordinator

B. Production Planning Certificate
   (1) Production Planner
   (2) Production Coordinator
   (3) Quality Control Specialist

C. Facilities Planning Certificate
   (1) Associate Plant Engineer
   (2) Plant Layout Specialist
   (3) Material Handling Planner

D. Associate in Applied Science Degree
   (1) All of the above
   (2) Production Supervisor
   (3) Work Standards Analyst
   (4) Associate Industrial Engineer

IET PROGRAM - STRUCTURE AND CURRICULUM
MODULE 1 - ORIENTATION

A beginning student is oriented to the innovative Industrial Engineering Program either individually or in groups, depending on the new student load at the time of his enrollment. Materials currently available for orientation are:

(1) Brochures describing the program, curriculum and method of operation.
(2) Audio tape lectures stressing the importance of establishing and maintaining an adequate study program. Included with the audio tapes

are student survey forms designed to provide feedback to the instructor regarding the student's background and to assess the student's procedures.

(3) A synchronized slide plus audio program covering the program's content and advantages.

In addition to the above, the instructor will demonstrate the use of the audio-visual equipment involved and make sure that the student understands the operating details.

The following sequence listing for modules two through seven gives the title for each sequence and the credit and contact hours involved for each sequence.

MODULE 2 - THE INDUSTRIAL ENVIRONMENT

	credit	*average contact hours*
IET 201 - INDUSTRIAL ORGANIZATIONS	1.55	21.70
IET 202 - BUSINESS DECISIONS	3.70	57.80
IET 203 - BASIC MANUFACTURING PROCESSES	3.75	63.90

REQUIRED SEMINAR: SCOPE OF INDUSTRIAL ENGINEERING AND PLACE FOR IET GRADUATE TOTAL CREDIT HOURS MODULE 2 = 9 TOTAL CONTACT HOURS MODULE 2 = 143.40

MODULE 3 - METHODS STUDY

IET 301 - OPERATIONS ANALYSIS	5.90	102.00
IET 302 - MOTION STUDY	3.00	50.60
IET 303 - WORK SAMPLING	2.25	40.50
IET 304 - TIME STUDY	6.10	109.80
IET 305 - METHODS-TIME-MEASUREMENT	3.75	65.70
IET 306 - COST ANALYSIS	3.00	72.30

REQUIRED SEMINAR: VALUE ENGINEERING
TOTAL CREDIT HOURS MODULE 3 = 24 TOTAL CONTACT HOURS MODULE 3 = 440.9

MODULE 4 - PRODUCTION PLANNING

IET 401 - PRODUCTION CONTROL	8.10	141.60
IET 402 - INVENTORY CONTROL	5.55	98.10
IET 403 - QUALITY CONTROL	4.20	75.60
IET 404 - COST AND BUDGET CONTROL	6.15	114.60

REQUIRED SEMINAR: THE IMPORTANCE OF COMMUNICATIONS WITHIN THE FIRM
TOTAL CREDIT HOURS MODULE 4 = 24 TOTAL CONTACT HOURS MODULE 4 = 429.9

MODULE 5 - FACILITIES PLANNING

IET 501 - PLANT LOCATION	1.50	24.60
IEt 502 - PLANT LAYOUT	4.74	81.73
IET 503 - UTILITIES AND MAINTENANCE	9.29	167.22
IET 504 - MATERIAL HANDLING	5.30	111.90

REQUIRED SEMINAR: SCOPE OF PLANT ENGINEERING
TOTAL CREDIT HOURS MODULE 5 = 20.83 TOTAL CONTACT HOURS MODULE 5 = 385.45

MODULE 6 - INDUSTRIAL RELATIONS

	credit	*average contact hours*
IET 601 - MANAGEMENT RELATIONS	4.50	58.95
IET 602 - WAGE AND SALARY ADMINISTRATION	3.05	49.50
IET 603 - MANAGEMENT TECHNIQUES	1.45	23.10

REQUIRED SEMINAR: MOTIVATION TECHNIQUES
TOTAL CREDIT HOURS MODULE 6 = 9 TOTAL CONTACT HOURS MODULE 6 = 131.55

MODULE 7 - ADVANCED TOPICS

IET 701 - MANAGEMENT SCIENCE APPLICATIONS	4.35	78.30
IET 702 - SOCIAL RESPONSIBILITIES OF BUSINESS	3.05	37.85
IET 703 - ADVANCED PROCESSES AND MATERIALS	3.00	50.40

REQUIRED SEMINAR: INDUSTRIAL ENGINEER - MANAGEMENT OR LABOR?
TOTAL CREDIT HOURS MODULE 7 = 10.40 TOTAL CONTACT HOURS MODULE 7 = 166.55

TOTAL CREDIT HOURS MODULES 2 THROUGH 7 = 97.23

TOTAL CONTACT HOURS MODULES 2 THROUGH 7 = 1697.75

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COMPLAINT INVESTIGATION: A PRACTICAL APPROACH TO SPEECH FOR ENGINEERING STUDENTS

Paul A. Sukys

"Let me tell you something, this tech writing course is dull, dull, dull! And besides, what good will it do me when I'm on the job?"

"A speech course? You're kidding! Do you really think I need someone to teach me how to talk?"

"Why do I have to take a research course? I'd rather take an extra electronics course. That's what I really need."

Familiar comments? Sure. Most technical communication teachers have faced similar complaints from their engineering students. The students often feel their communication courses are irrelevant and, as a result, they attack these courses as an impractical waste of time.

While technical writing courses are the main targets of such abuse, speech courses are certainly not immune. In fact, when students do rise to attack speech courses, they are often even more vehement in their assaults. Most of them are convinced they will spend the rest of their days locked in a lab where

they won't need to speak to the technician next to them, let alone to a large audience. All the fancy rhetoric in the world fails to convince them that they will need to communicate on the job. They aren't interested in the vague "future" use of speaking techniques. Their overriding concern is with the present practical application of any skill. They insist on seeing how they can use it right now!

This was the problem I faced when I first began teaching oral communication at North Central Technical College. I had been warned of the students' attitude but in my youthful naivete I felt the answer was quite obvious. If the students wanted practical experience with speaking skills, then I would give them exactly that.

The next problem was how to accomplish this. Unfortunately, this proved a bit more difficult. I tried several approaches, and while some met with mild success, most were dismal failures. They all seemed to lack one element--*realism*. All of the situations I created were artificial and it was this artificiality which killed the student enthusiasm.

In what can be described as calm desperation (I was beginning to panic). I consulted my department chairman, who came up with what seemed to be the perfect answer. If the students wanted to do something practical, why not challenge them to work on the problems of the college itself. The solution was so easy I was embarrassed that I hadn't thought of it myself. I had heard students in the halls or the cafeteria or the lounge complaining to their peers about many different problems from simple matters like parking to complex proposals like changes in the curriculum. They were obviously interested in these things so why not give them a chance to take action while simultaneously learning to develop their speaking ability.

In an uncommon burst of creativity I dubbed the new technique Complaint Investigation. It works like this. The students first study how to lead and participate in a problem solving group discussion. Once they have digested these techniques they engage in several discussions on hypothetical situations. These situations can involve proposals on the local, state, national or global level. For instance, in one of these discussions the students could examine the issue of environmental pollution. Though they could not actually rid the nation of pollution, they would still experience the techniques used in a problem solving group discussion. This would better prepare them for their work on the problems of the college by convincing them to search for causes rather than symptoms, to distinguish between types of causes, to devise practical solutions and so on. This continues for several class sessions.

During the interim one or two volunteers draw up an agenda for the discussion on the college. They are encouraged to consult with their classmates, other students, instructors, staff members and administrators. These volunteers then become the group leaders for the discussion.

On the day of the discussion the leaders present the agenda of possible campus issues to the group and from that point on things begin to happen. Presented with vital issues which concern their everyday lives, the students become earnestly involved with their work. By the time they are finished, they have zeroed in on several primary areas of concern. The students are then assigned specific problems to investigate. If possible every student should be involved in the investigation stage. Depending on the size of the class, the students may form teams to accomplish this. The point of the investigation is to uncover the causes of campus problems and to devise possible solutions.

This investigative process can take many different directions. The students

may decide to interview certain administrators or faculty members in order to discover why a certain situation exists. For example, a problem on student parking might involve interviews with the head of campus security or the campus finance officer. A problem concerning proposed curriculum changes might involve interviewing a particular department chairperson and so on. The investigation stage could also involve gaging student opinion on an item of concern. For instance, the class may decide to compile a student opinion poll, on parking problems or proposed curriculum changes. The object of the poll, of course, would be to come up with a student consensus on causes and proposed changes.

All of this requires the watchful eye and guidance of the instructor. Before taking to the field the students must be schooled in interview techniques. If an opinion poll is involved, the instructor should aid the students in writing the poll. His advice will also be needed in explaining how to persuade other students to fill out the poll. Needless to say he may also have to temper the students' enthusiasm and direct it toward constructive ends. On the other hand, he must not act as a tyrannical censor or a policeman. He must at all times maintain a proper balance between encouragement and control.

Once the students are satisfied that they have uncovered the causes of their problems, they return and report their findings to the class. The oral report takes the form of an informative speech. A discussion on the proposed solutions follows each report. Some investigations will end at this point. Others will continue. For example, the students may have discovered that parking regulations can be changed if a proposal backed by 51% of the student body is presented to the student government. The class could then draw up a petition proposing the parking rule changes. The petition could then be circulated among the students. Again the professor's advice will be needed in writing and circulating the petition.

Once the class gets the proper number of signatures, they could prepare and deliver a formal presentation to the student government. Their task would then be complete.

In summary, we can see that the Complaint Investigation Technique allows the students to communicate with a number of different people in a variety of settings. They must first interact with their classmates in a group as they search for campus problems. They must then work with administrators and instructors in a private setting as they probe for the causes of those problems. Next they meet with their classmates again as they discuss workable solutions. Then, in a more public situation, they interact with their peers attempting to get signatures or opinions. Finally, in a formal situation they deliver a persuasive presentation to a small group of policy makers. All throughout the process the students are developing the ability to orally interact with people to a degree that could never be reached within the four walls of a speech classroom.

The Complaint Investigation Technique is not intended as a panacea for what engineering students perceive as the "irrelevance" of all communication courses. Still, if handled properly, it can be an effective way of introducing them to the value of speech in the everyday world.

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PRACTICUM

OHIO BOARD OF REGENTS' THIRD MASTER PLAN FOR OHIO HIGHER EDUCATION

The most-discussed topic at the 1976 OATYC Conference was the new Ohio Board of Regent's Third Master Plan for Ohio Higher Education. The Plan is now being formulated and distributed. Thanks to THE OHIO STATE UNIVERSITY MONTHLY, the JOURNAL is able to reprint portions of the report in this issue's "Practicum." The first excerpts of the Plan appear in this quarter's JOURNAL; the remaining excerpts will appear in the May issue.

THE SETTING FOR HIGHER EDUCATION

Changing demographic patterns in Ohio will pose a major challenge for higher education in years ahead. The state is experiencing a steady decline in population growth; its population is moving toward middle-age. For our colleges and universities, this signals the beginning of a period marked by a substantial change in the mix of students; little or no growth in total numbers. It is imperative that our institutions recognize the tremendous significance of these trends and undertake the careful planning necessary to adjust to them.

One of the most important changes will be the enrollment of fewer traditional-age college students and of an increasing number of older students. Enrollment projections indicate that these trends will prevail in the years ahead, with the enrollment of traditional-age students continuing to fall off substantially as the pool of high school graduates shrinks in size. Between now and 1990, that decrease may amount to 25 percent. This decline may be offset by the enrollment of increasing numbers of full-time older students if the concept of lifelong learning continues to gain acceptability, and by the anticipated growth in the number of part-time students.

Both community colleges and technical colleges will maintain steady growth rates for both part-time and full-time students.

These projections spell out higher education's evolving role. It must provide quality education for a still substantial body of traditional-age college students while at the same time meeting the needs of increasing numbers of students who want part-time education. This must be done within a limited or no-growth environment and will demand innovation and institutional flexibility on the part of our colleges and universities.

Thus, the final decision on the Master Plan and the overall priority assigned higher education rests in large measure with the citizens of Ohio and the government leaders they elect.

It is primarily to these citizens and their representatives that this Master Plan is addressed!

INDEPENDENT NON-PROFIT HIGHER EDUCATION

Ohio's 61 independent, non-profit colleges and universities make important contributions to higher education. Largely supported by student tuitions and private funding, they also receive some public financial assistance, including tax exemptions, student aid in the form of Ohio Instructional Grants and student loans, and selected contracts for services.

Despite these resources, the independent campuses face a troubled future, in large part because state institutions can offer quality higher education at far less cost to the student. Recognizing the seriousness of this competitive challenge, the Board of Regents in 1975 issued a statement on Public Policy Toward Independent Colleges in Ohio. In its statement, the Board expressed the strong conviction that "state and independent eduation must be considered as a collective resource" and developed some broad policy guidelines to help assure the viability of the independent campuses. These guidelines stress access and choice of major elements of education policy and emphasize the need for close cooperation between the state and independent sectors to assure a broad range of higher-education opportunities. For its part, the Board pledged a strong effort to make independent and state institutions full partners in the planning process, noting also that only honest, two-way communication will promote confidence and cooperation.

The Board's guidelines do not answer all of the questions concerning independent higher education and its relation to the state sector. But they do provide a framework for the comprehensive planning which is needed to resolve many of the problems and concerns that now trouble our independent colleges and universities.

RESOURCES FOR HIGHER EDUCATION

The state has met its goal of establishing a campus within commuting distance of every Ohio citizen and the Board of Regents sees no need for another state university or four-year college in Ohio, nor any need for additional two-year campuses.

Our system of higher education places strong emphasis on the concept of institutional autonomy for the colleges and universities. Primary authority for managing our institutions is vested in individual boards of trustees and this practice has been one of the strongest assets of the system. Institutional autonomy is a powerful guardian of academic freedom, with boards of trustees serving as a buffer against outside pressures, protecting their faculties and, through them, the entire educational process.

Ohio's state colleges and universities are resources for all of our citizens. The twelve universities offer unique blends of programming at the baccalaureate and graduate levels, function as important research centers, and make major public service contributions.

Further strenghtening higher education in Ohio is the state's system of two-year campuses, which includes community colleges, university branches, state general and technical colleges, technical colleges, and urban university community and technical colleges. A major element of this system is technical education, which serves the needs of thousands of students seeking education for the growing number of semiprofessional jobs. Ohio's technical education programs have been marked by steadily rising enrollments and attract many students who may not have previously considered enrollment in college.

ELIMINATING BARRIERS TO ACCESS

Access to our colleges and universities must be assured for every person who wants and can benefit from higher education. But at present there are problems

of access which limit opportunities for some groups and individuals. These problems can be resolved only if there is a continuing effort to strike down barriers which stand between our campuses and potential students.

One major barrier is cost. Ohio is a high tuition and fee state, with students paying approximately 35 percent of the cost of instruction, compared with a national average of 25 percent. The percentage paid by Ohio students has declined over the past three biennia, but there is a clear need for even further reductions. The Board of Regents recommends that the student share of the cost of instruction continue to decline until it approximates the national average.

Lower student fee charges promote access and so does student financial aid. The Ohio Instructional Grants program (OIG) is the state's most significant aid program. Its basic form, with aid limited to instructional and related fee payments, should be continued, and full funding provided for those students eligible under current requirements before any changes are made. The Board of Regents is committed to seeking an increase in the level of OIG grants and will seek OIG assistance for certain students not now eligible for the program.

Lack of information about higher education and complex admissions procedures can also be barriers to our campuses. To assure that potential students have access to necessary information about higher-education services, the Board of Regents favors a statewide system of information and referral centers and will seek an appropriation for these centers. To eliminate admissions barrers, the Board recommends that all institutions carefully examine their procedures to ensure that no unnecessary procedures or lengthy time period is involved in admission processing.

Another set of barriers confronts physically handicapped students. These include physical obstacles - narrow doorways, steps, buildings without elevators - and attitudinal barriers, among them misconceptions about the capabilities of handicapped students. Some progress is being made in eliminating these barriers and there will be more in the future as a result of recommendations made by the Regents' Advisory Committee on Service to Physically Handicapped Students.

Barriers to higher education are also created by the social experiences and educational background of many students. Some who come from disadvantaged environments or have different cultural backgrounds need developmental education, including counseling and special tutoring, to assure success at the college level. Other students need remedial education to overcome deficiencies in math and/or English skills. The Board of Regents favors increasing the current state commitment to developmental education where the need for new types of services can be documented and will work to see that the current line item appropriation remains at a level which at least helps colleges and universities deal with the twin issues of inflation and increased enrollment. The Board will also ask a special ad hoc committee on admissions to explore the question of the state's role in helping campuses finance remedial education.

In addition to striking down barriers, our colleges and universities must continue and increase their effort to recruit minority group members and women as students. They must also strengthen present efforts to provide equal employment opportunities through affirmative action hiring. To achieve these objectives, the Board of Regents recommends that all institutions review the programs and policies which relate to affirmative action recruitment and hiring to assure their effectiveness.

PLANNING FOR HEALTH PERSONNEL EDUCATION

Health Personnel education is the fastest growing sector of higher education, with enrollment increases in the various health science fields ranging from 100 to 300 percent over the past five years. This expansion has been a response to unmet health care needs. But, after several years of unparalleled growth, interest is outstripping need in some fields and the Board of Regents faces a difficult assignment. It must recommend orderly expansion of some health education programs and limited enrollment in several others.

A sufficient number of nurses are now being educated in Ohio. But stronger efforts must be made to assure nursing graduates opportunities for upward mobility. The Board of Regents recommends that upward mobility nursing programs be established or expanded in the state's six health manpower education regions so that qualified licensed associate degree or diploma nurses can obtain a bachelor's degree in a formalized higher-education program. To assure the same type of opportunity for baccalaureate degree nursing graduates, the Board further recommends that a master's degree program in nursing be supported or established in each of the health manpower regions.

The Board is aware that concern has been expressed about the adequacy of clinical skills among academically-educated nurses. There is a need to address this concern and the Board will establish an advisory committee to examine the clinical component of the academic programs.

The Board recommends continued support for the one-year licensed practical nurse programs in Ohio. It also recommends that articulation be established between these one-year programs and the associate-degree programs of higher education.

In the fields of allied health, pharmacy, optometry and veterinary medicine, the Board plans further evaluation of existing education programs so that present efforts can be measured against future needs for services. Studies of pharmacy and veterinary medical education are presently underway and similar studies will soon be initiated in the optometry and allied health fields. The conclusions drawn by these studies will guide the Board of Regents in shaping specific recommendations.

DEVELOPING QUALITY IN HIGHER EDUCATION

The quality of a higher-education system is influenced by the actions of individual boards of trustees, faculties and administrations, planning at both the state and institutional levels, and financing. State responsibility is exercised through the Board of Regents, which is committed to a program of cooperative planning and action designed to assist Ohio's colleges and universities in their pursuit of quality.

This program involves both independent and state institutions. The Board helps promote quality on independent campuses through issuance of certificates of authorization allowing these colleges and universities to offer specific degree programs. In the years ahead, the Board will continue careful deliberations in the issuance of these certificates to ensure that the quality of academic programming is being maintained. The Board will also cooperate with surrounding states and regional accreditation associations to establish accrediting procedures for the off-campus and non-traditional programming of the state and independent institutions.

In the state system of higher education, the Board of Regents helps assure quality through the process of program review. The Board believes that this process must become even more comprehensive in the future, with individual institutions assuming greater responsibility for evaluating, strengthening,

adding and eliminating programs; therefore, it recommends that each state institution of higher education begin a review of its programs on a five-year cycle and report its findings to the Board.

Strong, accessible two-year programming is a component of quality in a system of higher education. Ohio has an impressive system of two-year campuses, but there are still areas of the state where such services are inadequate. Studies are presently underway in these areas as the first step toward providing essential services. The Board of Regents considers the establishment of comprehensive programming in every section of the state a priority for the two-year campuses and will continue to call attention to special problem areas.

Quality is also reflected in the ability of higher education to respond to specific needs and challenges. Many times there are local or state concerns which an institution can help resolve through special programming or other efforts. The Board of Regents strongly urges colleges and universities to respond to these opportunities for service when they arise.

Improvement in the teaching-learning process is essential for quality education, particularly now when our campuses are enrolling many students with lower skill levels. Considerable work is already underway in this area, with strong support from the Chancellor's Advisory Committee on Instructional Development. The Board of Regents will continue to emphasize the importance of teaching through continuation of and support for the Chancellor's Advisory Committee for at least two more biennia. It also recommends that each institution implement a plan for continued professional faculty improvement.

To further promote professional development, the Board recommends that the legislature provide funds to renew the Regents' Professionships and to recognize excellence in the university and college system. The Board also recommends participation in the faculty exchange program established by the Ohio College Association.

Adequate funding is a critical component of quality education. It is also important that the individual colleges and universities retain broad discretionary power to allocate both public and private funds, since they are best equipped to distribute resources in a manner that will promote quality. The Board of Regents will continue to press for institutional discretion in the handling of funds and to support private university foundations for the receipt of special gifts and grants. In connection with the allocation of funds, the Board recommends that each institution establish budget procedures which allow for meeting unforeseen circumstances and also set aside special money for innovation and new programming. The Board itself will seek a special appropriation for innovation and system improvement grants.

The quality of higher education can also be enhanced by attracting highly qualified students, including students from other states. The Board of Regents favors action to attract out-of-state students to Ohio and recommends that the General Assembly pass legislation authorizing the Board to negotiate reciprocity agreement with surrounding states.

LIFELONG LEARNING: CHANGE AND CHALLENGE

The changing needs of society require changes in the way higher education serves people. Today, more and more people seek opportunities for continuing education at the college and university level, requiring higher education to provide Lifelong Learning programs.

Increasing numbers of adults want higher education to expand their intellectual horizons, upgrade their skills or prepare for entirely new careers. Blacks, women and the poor are turning to higher education as the avenue to greater opportunity and fulfillment. Many young people who drifted through or dropped out of high school see the campuses as offering a second chance to gain much-needed skills.

Our colleges and universities must respond to this need for Lifelong Learning opportunities, making the necessary changes in programming and institutional commitment. They must view Lifelong Learning in its broadest sense, recognizing that it encompasses degree credit and non-credit instruction, full-time and part-time offerings for adult students, and on-campus and off-campus services for adults.

In seeking to enlarge their services to older adults and to part-time students, our institutions, particularly those serving commuting students, must assign this responsibility a high priority in the planning process. An Advisory Council on Lifelong Learning should be established to assist the individual campuses in this effort and to recommend state policies which will support the expansion of these services throughout Ohio. In addition, the Board of Regents recommends that the state give immediate encouragement to the recognizable work in this area already underway at state colleges and universities.

Thousands of students, including many adults, are presently being served through late afternoon, evening, and weekend credit courses; and both degree credit and non-credit conferences, seminars, workshops and institutes. To stimulate this activity and better meet the demand for Lifelong Learning, the Board of Regents recommends that:

Continuing attention be given to lowering barriers to part-time enrollment now posed by the inflexible scheduling of courses and by the disproportionately high fees charged for this type of service.

Continued encouragement be given to the development of off-campus degree credit instruction within procedures now in force.

The Advisory Council on Lifelong Learning study the pattern of degree credit conferences, seminars and similar offerings to determine if a better way of annualizing enrollment counts is needed.

The Advisory Council assist in developing guidelines by which the Board of Regents could selectively qualify occupationally oriented non-credit course offerings for subsidy earnings without requiring that specific degree credit be granted.

The Advisory Council suggest a procedure by which the state can promote a full range of non-credit educational services by helping fund the college offices responsible for their development and administration.

Television is a powerful medium of education, particularly in the field of Lifelong Learning. The Board of Regents recommends continued state support for the evening hour transmitter operations of the Ohio Educational Television network. The Advisory Council on Lifelong Learning should make recommendations concerning the use of television outlets for organized instruction.

Record-keeping is essential to provide the information necessary for developing a quality Lifelong Learning system. The Advisory Council should make specific recommendations concerning record-keeping in the area of non-credit instruction and also recommend forms of information gathering and reporting for the overall field of Lifelong Learning.

[*Next month: Excerpts from The Master Plan's look at financing higher education.*]

FORUM

ISSUE: IS THE OPEN-DOOR POLICY WORKABLE? SHOULDN'T THE OPEN DOOR SOMETIMES BE A REVOLVING DOOR?

Mary Lou Conlin

The second most-discussed topic at the Conference was the workability of the "Open Door" admissions policy adopted early in the development of two-year education. The JOURNAL'S "Forum" will present two arguments examining the open-door issue, "Shouldn't the Open Door Sometimes Be a Revolving Door?" by Mary Lou Conlin, Cuyahoga Community College, and "Keep Away from that Swingin' Door" by Anna Marie P. Barnum, The University of Akron.

Only a few years ago, most of us who teach in two-year colleges supported the open-door policy. Today, a growing number of us have reservations about that policy.

Our reservations stem from the absence of a "bottom line" in the policy. As open admissions are now being implemented in many of our schools, a student is permitted to register for courses--perhaps again and again and again and again--no matter how deficient his/her academic attitude, achievement, or ability. Furthermore, with student reading and writing abilities continuing to decline, the absence of that bottom line can only become a more critical problem to all of us who teach.

Now few of us would want the open-door policy abandoned entirely and a highly selective admissions policy adopted in its stead. Certainly, the open-door policy works to the advantage of many individuals and to society as a whole when a person has the opportunity to acquire the training that makes him/her employable or that enriches his/her life. However, what we DO need is a policy that would eventually deny admission to those students--no matter how few or how many their number in our colleges--who, for one reason or another, prove to be uneducable.

Let us speak, first, of the problem of student attitude. We could discuss, of course, many different factors related to student attitude. But let us look only at the matter of attendance.

Those of us who have taught in the same college for several years are by now familiar with a number of students who repeatedly register--usually for a full-time class load and often for the same freshman or remedial courses--but who never report for their classes or else attend very infrequently. If such students are withdrawn or given a failing grade, they simply enroll again and repeat the attendance pattern. This is not the place to discuss the relationship between financial aid and non- or minimal attendance, except to say that a relationship does exist. What is at issue is the difficulty--if not the impossibility--of teaching a student who seldom, if ever, comes to class. We can probably agree that a student cannot usually be taught the content of a course, whether he/she has the academic ability or not, if he/she never or seldom attends the instructional sessions for that course. Surely, then, it is not

unreasonable to have some provision in the open-door policy that would deny admission to a student who has, after two or three quarters, a proven record of non- or minimal course attendance.

A second problem is the lack of student achievement. Here, again, we could discuss several factors related to achievement: lack of a high school diploma or equivalency, poor experiential background, and so on. But let us look only at the student who consistently earns very low or barely passing grades in his academic work. In many schools, the academic probation system is so permissive that it is almost non-existent. A student on academic probation may continue to register for courses, quarter after quarter, and be removed from probation on the basis on one or two *D* grades. The student may also try, unsucessfully, one degree program after another. In a school with dozens of programs, the student can play Russian roulette with the counselors and his/her program choices for a long time. If an instructor decides to take a look at the student's transcript, the instructor may find a record dating over as many years as the college has existed. Here, too, a reasonable open-door and academic policy would limit the number of times a student can be placed on and removed from probation, and the number of different programs a student might attempt. At some point, either the teacher, the counselor, or an administrator should tell the student that college is not for him/her.

A third problem--and a very great one--is student ability. Remember when we worried about the open-door being a revolving door? We rushed to establish remedial/developmental courses in reading, writing, and math, so that our students could be taught the necessary skills to succeed in their college courses. Now, at most of our schools, fifty percent or more of our students need varying degrees and amounts of special help. Usually, neither the school's funds nor the instructional space have expanded to meet the need. Even so, we have succeeded in improving the abilities of at least some of the students. The problem is that we do not--and cannot--succeed with them all. Some will need far more time than the quarter or two of course work that the school provides. Others will never be brought to college level competency-- at least, not with the knowledge and resources we now have or will have in the foreseeable future. Surely, when we have exhausted the knowledge and time of several teachers and the monies allotted for a student's training, SURELY then, a teacher, counselor, or administrator should be permitted--if not required--to tell the student the college has nothing for him/her. Hopefully, an alternate form of training can be recommended for the student. However, *sometime*, we should be able to deny further enrollment of a student who lacks the abilities he needs to succeed in his courses.

Perhaps when the open-door admissions policy was established, we were all wearing rose-colored glasses. Now, experience has improved our eyesight. We may not have 20/20 vision, but what we see is causing many of us to have serious reservations about the open-door policy. We see, unfortunately, students whose attitudes are such that they cannot be educated. We see students whose achievement level is so low that they should not be called educated. We see students whose abilities are so deficient that they cannot be educated. For those students--and, indeed, for the sake of the students who could be more successfully educated if our time and energies were not expended on the non- or minimally educable student--we need to write a

bottom line on our open-door admissions policies. That line should make it possible for the open-door to become, at times, a revolving door.

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KEEP AWAY FROM THAT SWINGIN' DOOR

Anna Maria P. Barnum

The question is absurd. Or so I thought when asked my opinion on the so called "open-door policy." It had never occurred to me that I or any other faculty member had any say in the matter. For that matter, I'm not all that sure we do have a say. Yet the question was an interesting one and I contemplated for several weeks in case I was wrong and it turned out that, indeed, someone did care what I thought.

The open-door policy, or open admissions, was already in force when I began my public university teaching career. It was so much a fact of existence that it was mentioned only in passing as the cause of the low caliber of students I was meeting with daily to hone into competent users of language. If not for open admissions, the theory went, all students would be, if not literary, at least literate. The logic behind this reasoning escaped me at the time, that is, I took it at face value, never questioning the causality attributed.

Now, as the beneficiary of six years of perspective, I look back and see what open admissions has meant to my career, to all of our careers. I notice that the policy was never the cause of the problem. The problem existed out there in the big world, and the policy said: Deal with it. You are no longer allowed to run away.

But if we were no longer allowed to run away, often it did seem as if everyone else had. Open admissions meant that we had no input in the selection of warm bodies we were expected to turn into writers of readable prose. Now the need for developmental services became apparent. It would be consummately unfair to reject this illiteracy out of hand. The various colleges developed a plethora of ancillary services. We loved the word *ancillary*; it implied we were the mainstream and everyone else was peripheral. But now the necessarily close association with developmental programs would brand the lot of us as *remedial* teachers. What a blow to our collective egos!

On second thought, however, education is almost always remedial, in the largest sense. What are we doing as teachers if not attempting to remedy a lack of skill or information? That noted, various accommodations took shape. We are nothing if not flexible.

One such accommodation, a negative one, was a gradual tendency to capitulate to the notion that although the average two-year student had demonstrated lower literacy skills, it would be tasteless to call this lack to his or her attention. While ACT scores in English give high as 33, the entering two-year student scores a high of 24. I would venture to say that many of us were not even aware of that differential, but the suspicion was ever there. While we would never countenance keeping close tabs on the test scores of entering students, we quickly diagnosed the student's level of performance and

mentally, if not physically, placed the student in the appropriate group, bemoaning all the while his inadequacies to anyone who would hear. A result flowing from such pigeon-holing was a lessening of the demand, outside the English area, for high quality written work. One new teacher, a victim of this lowered expectation syndrome, told me he was going to assign a term paper in his humanities course but of course would not be very strict in grading it. Nowadays, with few exceptions, the measure of knowledge in the two-year college is the multiple choice exam. The essay exam has all but died out in any of the technical areas, although this is perhaps changing. English teachers from other institutions inform me that some of their technical colleagues are, perhaps very tentatively, coming back to essay exams. It may of course be debated that the essay exam is superior, but at any rate I sense a reluctance on our parts to expose the student to what we assume will be failure in his ability to organize his knowledge into an appropriate prose form.

Perhaps I gear this observation too restrictively to the language area. Since I teach a skill, imparting practice and critique more than information, I cannot very well pretend to speak for the technical teacher. I can only guess that the information imparted in a course such as data processing is capable of being organized in a clear and concrete fashion and that if a person perfects the analytic and composition skills, the capacity to appreciate the technical area can only be enhanced. I also remember the report my department received two years ago from an outside accrediting agency. The gist was that our English courses prepared the student for a higher level of performance than he was required to achieve in his other courses. We did not know whether to be gratified or depressed.

Another negative accommodation on our part may have been a tendency to tie up all our loose ends, thus inadvertently conveying the impression that there are clearly defined boundaries between the various disciplines. A student calls himself "an electronics person," implying such appellation clearly demonstrates his lack of ability/interest in economics. We teachers aim for a clear, logical presentation that can be neatly encapsulated in a tidy syllabus; then we marvel at the student's inability to relate all the areas of study. My own experience tells me that real education is not neat but very often confusing, quarrelsome, and once in awhile exciting. Why, then, do we put together such marvelously articulated packages of learning for our students? Why do we castigate the teacher who "tests from the book but lectures on an entirely different area?"

This is not to say, however, that all of our reactions have been defensive. For the most part we have done an admirable job of self-analysis. Certain educational myths have exploded when faced squarely. One such myth is that either a person is or is not liberal education material. The open-door policy has forced us to accept such wealth of background and experience that we are no longer able to make restrictive assumptions about the learning process. I can no longer assume my students will understand what seems to me a rather standard historical reference to the Norman Conquest. I must try harder to anticipate what might be misunderstood. In effect I work much harder at my teaching now. As a beneficial corollary, I see myself more open to learning directly from my students, especially when I remember to allow them the privilege of asking very basic questions, the type the four-year student might be too sophisticated to dare asking. Last week, for example, I learned what *rounded* means. I did not know I didn't know the meaning; one of my less smug students had looked it up. The experience put me in my place. I am a learner, as are all teachers.

Ultimately I am not sure we can be totally comfortable with open admissions, but I am sure that comfort is not what we teachers ought to seek. A teacher by nature is dissatisfied with the *status quo*. We want to accomplish more than the conveyance of information; our unstated goal is loftier than any one experience or statistical measure. Are not process and movement seemlier for us than comfort? In this vein I suggest we resolve to leave the door open and at the same time avoid hitting it smack in the face.

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PLUS ONE

EDUCATION/WORK POLICY: A NEW IMPERATIVE, A NEW PROSPECT

Willard Wirtz

America's traditional separation of education and work can no longer be tolerated. In fact, says Mr. Wirtz, Secretary of Labor from 1963 to 1969, there is no alternative to bridging the gap between them other than "the decline and fall of democratic capitalism's enlightened empire." Here are his analysis and recommendations, taken from the introduction to THE BOUNDLESS RESOURCE, an influential new book. [From the PHI DELTA KAPPAN, September, 1976, with permisssion.]

A good deal of the American achievement traces in one way or another to the development of education and work as coordinate forces. They have, however, been distinctively separate developments controlled by independent institutional sovereignties - with the consequence that in most people's lives learning and earning pass as totally isolated chapters.

This traditional separatism has come under increasing challenge. Young people encounter worsening difficulty moving from school to jobs, a situation generally attributed to the fact that the two functions have gotten out of kilter. Among adults - women completing maternity service, mature blacks freed by law of their collective bondage but still imprisoned by individual circumstance, middle-aged men and women wanting to change their career courses, older people looking for new opportunity as well as for security - there is a new chafing against the constraints inherent in the tradition that marks education "for children only." The vague public awareness of a decade ago of the human costs in compartmentalizing education and work is today developing into consensus that the two systems be brought together.

So far, the efforts to do this have been concentrated mostly at the place where the need has been felt the most - at the point of passage between youth and adulthood. For some years, more and more young people have been preparing themselves for futures that have No Help Wanted signs up when they get there. Other jobs, meanwhile, have gone begging. More than a third of all reported unemployment in the country has been among 16 - to 20-year-olds. No comparable situation exists in any other developed nation in the world.

To reverse this trend, various ideas and programs - all parts of a common attempt "to build bridges between the two worlds of education and work" - have been introduced. School curricula have been expanded to include more work-study and cooperative education programs and to reflect a more broadly conceived concern for career education. We have built more vocational high schools and added a brand-new tier of technically oriented two-year colleges to the education structure. An affirmative manpower training program has brought the Jobs Corps, the Neighborhood Youth Corps, and JOBS (Job Opportunities in the Business Sector) - all centered on problems at the school/job passage.

The measurable effect of most such efforts has been so limited as to rebuke the rhetoric they draw on. "Experiential learning" is still a phrase looking for its specific content. More and more, the federal manpower training programs have become merely systems for public employment or income transfer. By recent report, four million teachers will be trained during the 1970's for what will be only two million grade and high school openings. Satisfaction that more young people are now going on to college is sobered by a projection that in percentage terms the number of college graduates is increasing faster than the number of jobs traditionally requiring a college education. The youth unemployment rate has moved up to an unprecedented 20% - to more than 40% among those who are both young and black.

Clearly, the decay at the bridges between education and work has proceeded faster than have the bridge builders.

Now, suddenly, the significance of these floundering efforts has taken on a whole new dimension. Startled at having overslept, we have awakened to the realization that the governing idea of growth - the idea that motivated and energized our development as a nation - will have to be redefined. The closing of valves on fossil fuel lines in another part of the world served grim notice that the natural resources that we have mistakenly relied on as the raw materials for limitless growth are in dwindling supply. There is no mistaking the warning. It isn't just the youth unemployment rate that has shot up; unemployment in the country is still as high as in the depths of the 1958 recession.

What this means, almost ironically, is that what we have been attacking as a problem of moving youth from schoolrooms to jobs is in reality a much broader predicament for the whole lot of us.

The depletion of natural resources leaves us only two choices. One, plainly, is to shrink - which is against our nature and probably contrary to the laws of institutional or system survival. The other, no less plain, is to rebuild our ideas and plans around the fuller development of those other resources which are called "human" and which are in limitless supply.

Just what this alternative involves is by no means clear. We haven't thought about it nearly enough. Reliance on a fuller use of the human resource is, however, precisely what the interrelating of education and work is all about. What some of us have been working on at the gap between schoolroom and job now becomes the nation's assignment. Any necessary discipline involves a

recognition of the alternatives. The new American imperative commends the new American prospect: a growth unlimited, based on the fuller development of what is inside people as individuals, through a new coordination of the classically equal but separate forces of education and work.

Consideration of this prospect requires clear understanding of two points:

1. An education/work policy is not one that misconceives of education as having for its purpose the preparation of people for work. Rather, it *includes* this purpose as part of education's function of preparing people for life, of which work is one part; it takes full account of learning as a human value in itself. Nor is education conceived of here solely in its institutionalized sense.

"Work" is similarly used - not in any narrow vocational sense, although, again, it *includes* vocational values as an important aspect of work. It refers not to a given but to a changing function, and it refers to labor not only as a unit of production but as a human value.

2. The other point to make clear is that the prospect suggested here is not fully perceived in terms of what it takes to make a system or society function. Such perception is essential - but as a means, not an end. To identify the human resource as an essential ingredient of systemic growth is in no way to confuse the priorities of individual and institutional interest. The superior claim on reason of this different growth concept is that to develop people's capacities more fully inevitably increases their prospects for *a higher, better, and more satisfying life experience*.

A decent respect for the opinions of history, however, requires that full reliance be placed neither on the logic of a new economics of growth based on development of the human resource, nor on a new ethic based on the potential for a richer life experience. The sternest law of social change is that it is effective only as it starts from things as they are, depending no more than for spiritual counsel on what they ought to be.

The place to start toward a more productive interrelating of education and work remains at that critical passage through which young people move from school to jobs. This is not where the real roots of the difficulty lie. But it is here that the gap between the two worlds is now most clearly perceived. It is here that the problems surface in a way that they can be dealt with. And it is here that processes can be most readily designed that, while meeting immediate needs, are of a nature to permit later application to the deeper causes and longer-range prospects. It is at the youth passage that we have had the most institutional experience, and it will be out of this experience, rather than from any broader logic, that more comprehensive programs will take shape.

So it is important, first, to determine how far the efforts to date have carried, and what they suggest of how they can be most effectively improved. A review of them suggests three general conclusions:

First, the *program* elements in an effective education/work policy directed at these problems which are most visible at the school-to-employment gap have now been pretty well delineated.

But second, the *process* elements that are manifestly essential to the effective administration of these new programs have *not* been significantly developed. While the programs bridge the "two worlds," the handling of them so far has been left largely in one of these worlds: not education alone.

And third, there has been very little development of those mundane but critical *measurement* and *evaluation* procedures that are essential both to identify what needs to be done and to determine the effectiveness of whatever efforts are made at doing it.

So far as the program aspects of this phase of an education/work policy are concerned, attention has centered particularly on the need for a larger element of experiential learning in the educational curriculum, particularly in the high school and early postsecondary grades, during what is roughly the 16- to 19-year-old age period. It's now generally considered a good thing for every boy and girl to have some form of meaningful work experience. Career education, introduced in 1971 by then U.S. Commissioner of Education Sidney Marland, assumes the broader view that these experiences should provide exposure throughout the school years to what the world of work is all about. The past few years have seen a rapid expansion of technical high schools and two-year colleges, perhaps the most significant reflection to date of the relatively new public commitment to provide an opportunity - as part of the general educational program - for those young people who do not expect to complete college to prepare themselves for particular occupations.

Another now clearly identified program requirement is for the development of fuller information about future manpower needs, of a sort to describe the occupational or career prospects of young people presently in training, with the accompanying necessity of an adequate system for getting this information into the hands of both students and those who are shaping the educational offerings. There hasn't been much change, though, with respect to either part of this picture. The projections of *future* needs remain seriously inadequate, especially with respect to local (as compared with nationwide) employment prospects. The critical function of vocational guidance and counseling, particularly at the high school level, is recognized as probably more inadequately supplied than any other; but very little has been done about it.

Yet whatever may be the remaining program deficiencies, the most serious of them trace to the continuing reliance on what are virtually unilateral efforts within the educational system alone to do what is now recognized as a function clearly involving *both* education and work. Employers are called on to provide opportunities for work-study and cooperative education, largely in the name of "corporate social consciousness," but in no sense do they become full partners in the joint enterprise. The high schools have apparently accepted a responsibility for vocational guidance and counseling that, acting alone, they are simply not equipped to provide. Yet virtually every community in the country has an untapped reservoir of personnel and information that could make both vocational guidance and job placement effective for young people, at least within the limits of their training and the supply of work opportunities. What is lacking is the requisite collaborative process.

The clearest lesson from the initiatives so far taken is that such bridges can't be built only fron one side. There won't be a really meaningful education/work policy until there are developed *collaborative processes* for both the devising and the administering of these "two-world" programs. Beyond this, there is the strong likelihood that to be truly effective these new processes will have to be developed along lines that include a reactivation of the public interest in this whole area. For this, some new forms of direct participation by the broader community membership will have to be devised.

There must be new programs, then, and equally new processes, and sooner or later - with only limited prospects until this is attended to - new *measurements* as well. The architects of social change seem to ignore the fact that their efforts won't bring much change, except as some emergency develops, unless they can prove their case. No one seems to realize how much this depends on some form of statistical measurement of whatever is done, and how much the present

measurements of education and work are tied in with, and tend to support, the present way of doing things. The education and employment measurements in use today are essentially head counts; they show little about the value or the quality of whatever is in these heads or what the heads might be doing. Despite all the efforts of the past decade to tie the education and work functions more closely together - to improve youths' propsects and competencies - we have only the flimsiest records of what these efforts have accomplished. Yet such measurements could be made comparatively easily, and the case would then, assuming it is right, be infinitely stronger.

So far as the decade's bridge building is concerned, then, whereas the pieces are in place the building has only started.

Now there is a new critical economic circumstance, with an initial impact that is plainly adverse. Massive layoffs in American industry are met by a last-in, first-out policy that puts the particular brunt of it on the youngest members of the work force. Work-study, cooperative education, and special youth job opportunity programs run into the sobering fact that employers simply cannot provide experiential learning slots for high school and college students when employees with seniority are on the unemployment rolls. Better vocational guidance and counseling? For what? New bridges? To where?

Today there is the very real prospect that part of the readjustment to a new meaning of growth will involve a particular and basic change in the direction of individuals' energies and activities during this traditional transition between youth and adulthood.

Will it become advisable that still more young people spend more time in formal education? With perhaps more of it going to *both* general and vocational preparation? Perhaps.

Will these new developments commend further consideration of a national service opportunity - even requirement - in place of the military service so many young Americans have faced in the past? But possible in a different form - developed locally instead of nationally - perhaps as community internships or apprenticeships?

What will be the different form of vocational or career education if it develops that a changing meaning of growth includes a significantly larger element of "service" than the conventional meaning did? And if that different meaning gives a larger importance to things people do outside the "labor market?" [*continued next issue*]

Willard Wirtz
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REACTION

LETTERS OF REACTION:

The JOURNAL encourages letters and articles of reaction to its content. The following are responses received.

Many times I stack professional journals in one corner of my bookcase until I find reading time, but I read the *OATYC Journal* the same week it arrives. One reason I appreciate and look for the *Journal* is that it speaks specifically to the two-year technical college problems and issues through people involved with them; I'm interested in knowing how other two-year colleges are meeting and solving problems.

The staff may justifiably be proud of the way the *Journal* is meeting its professed purpose, "to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom." I wish it a long life.

Catherine Cummings
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ARTICLES OF REACTION:

REACTION TO MAX COVERT AND ROBERT L. PFAU'S "A NEW APPROACH TO INDUSTRIAL ENGINEERING TECHNOLOGY"

The authors have asked the reader to imagine an associate degree program which has no regularly scheduled classes, can be started at any time, integrates the necessary subject areas, and develops skills for use in industrial engineering employment.

The reader no longer has to imagine it, however, because the program appears to be in operation and running well at Northwest Technical College. I say "appears" --not from skepticism, but from a desire to learn more about an interesting approach which is needed in industrial engineering education.

I cannot comment on the mechanics of operating such a system (faculty load, cost of equipment, scheduling, etc.,) without learning more about it. However, the concept is good, particularly in industrial engineering (my own field of specialty).

I have long felt that an instructor should be a manger of resources--time, money, manpower, equipment, materials. And where would a better place be to try this than in industrial engineering, the profession which is responsible for designing systems to utilize these same resources in industry.

I do have some concerns, though. Does the emphasis on self-paced instruction and individual learning reduce or even eliminate interaction among students? Will students continue to share their industrial experiences with other students and with their instructor? Is there still give and take, argument and debate, listening and compromise, all of which are so important in industrial engineering where the people problems often are more difficult to solve than the technical problems?

Do students still have the opportunity for group field trips to see, hear, smell, and feel industry in operation? Do students still have the chance to review and comment on each other's work? Do they still talk and meet with people in the field? Are they exposed to the rigors of meeting deadlines and living with schedules, or does self-paced mean any time is OK? Do they know that in industry they cannot operate at their own rate?

It would seem that all of the above should and could be continued through proper scheduling in a program as described by the authors. Perhaps it is at Northwest. I would be interested in knowing.

I am pleased to see this innovative program being tried in Ohio. Here's a challenge for the rest of us in Ohio to benefit from this effort at Northwest and to try all or parts of the program in our own institutions.

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REACTION TO PAUL SUKYS' "COMPLAINT INVESTIGATION: A PRACTICAL APPROACH TO SPEECH FOR ENGINEERING STUDENTS"

Although Mr. Sukys' remarks focus on the communication curriculum within technical education, the author is certainly addressing a much broader problem. The issue really centers on the lack of practicality and realism inherent in many academic courses which are not within the immediate purview of the student's technical area. Instructors involved in general education are well aware of these criticisms. Most of us realize that the task of integrating general education with the technical emphasis is a major challenge within the two-year education model. Mr. Sukys accepts this challenge and proposes the Complaint Investigation Technique as a method designed to add realism and practicality to the study of speech communication.

Mr. Sukys outlines a practical communication format which he claims facilitates student involvement in speech courses: the Complaint Investigation Technique. The assumption underlying this approach is that students become more motivated in problems which affect their everyday lives. Furthermore, when the study of communications is linked to these immediate problems both relevancy and practicality are achieved. Complaint Investigation Technique, then, is a pedagogical method linked to the practical affairs of student life. Herein, communication skills and techniques are directly related to the student's world. Communication is not taught in isolation.

The CIT engages the student in various levels of interaction including formal and informal approaches to the one-to-one and one-to-many communication contexts. By focusing on campus related issues, the study includes the identification, investigation, and analysis of "real" problems. Furthermore, the findings and solutions are orally presented to the class through informative discourse and group discussion. Some problems end at this stage. Others, however, can be carried further terminating in strategies to overcome the problem and the delivery of persuasive messages to the policy-makers in a

formal situation. Within the process, the student is exposed to several communication contexts including the interview, group discussion, and formal oral presentations.

Certainly the CIT is a creative approach to communication deserving serious consideration. The key to making any course of study practical is to make the cognitive link with the immediate world of the individual. Far too often listening, reading, writing, and speaking are taught in neat isolated units. The CIT attempts to integrate the oral dimensions of communication with the practical world. However, why not go a step further?

The Complaint Investigation Technique could easily be expanded to include the written message. Investigative reports, memorandums, descriptive and expository messages, narratives, persuasive appeals, editorials, and letters to decision makers are only a few areas which could exercise the student's proficiency with the written word. But, we must realize that obvious limitations exist if the CIT is expanded to include written discourse. The most pressing drawback is time. Such a method, however, need not be limited to one course or a single quarter. Rather, the CIT could become the over-riding motif for two or three courses. Perhaps, though, the most useful application could be made as the final course in a communication sequence. Such a course could be designed enabling the student to individually study a problem circumscribing it in both written and oral contexts. Herein, the student would provide expository documents, reports, letters, and various oral discourse. This investigation process could conclude with a conference discussion.

A limitation of the CIT is the pool of campus related issues. If several communication courses are being taught concurrently, a time will quickly arrive when most problems will have been exhausted. At this point, students would be rehashing old territory--repeatedly interviewing the same decision makers and offering solutions to the same problems. So, why limit the CIT to the campus? Why not expand the problem base to the local community? Most two-year colleges are largely commuter situations. Thus, students are involved in local community life. Herein is a valuable source for problems.

But, if the instructor really desires a relevant and practical communcations course, why focus on campus and community problems? Why not relate the course directly to the student's major? So, perhaps the most creative use of the CIT would be *within* the student's cognate area. For example, the ideal would be an independent study course wherein the student would focus on a problem related to his or her technology. The student could identify, investigate, and analyze a problem and present the findings in both written and oral formats. The key to such an approach would be a triad consisting of student, communication instructor, and technology instructor working together. Under the guidance of both instructors a technology related issue would then be studied. The findings and solutions could be presented in a variety of written and oral media and contexts. However, if logistically it is impossible to work individually with students, perhaps special classes could be established composed of all nurses, all accountants, all engineers, or all secretaries. The class could then be team-taught involving both the communication instructor and technical instructor. What better way to integrate and make practical communication skills?

In sum, the Complaint Investigation Technique is a beginning. It provides creative and practical ideas for integrating communication skills with the technical. Perhaps the CIT can stimulate more creative efforts on the part of the technical educator. The potential of the CIT is certainly not limited to the study of communications.

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There are fifty-one solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed double-spaced and of approximately 1,000 - 3,000 words in length. All submissions must be accompanied by a stamped self-adressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ x 11 paper. The name and address of the contributor should be on the back of all art copy.

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OATYC JOURNAL

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THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

JOURNAL

OF THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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Sister Remigia, Lourdes College
Dr. Len Slominski, Lakeland Community College
Mr. Jack Tabor, Columbus Technical Institute

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PRESIDENT'S COMMENT
HELP WANTED

Dr. Max Covert

Dear Colleagues,

Our pledge this year has been one of commitment. I would like to continue on this theme of commitment by submitting to the membership some ideas that the Board will be exploring relative to some of the goals and objectives that we should have for 1977:

1. To develop a projected balanced budget for 1977
2. To increase membership by 10%
3. To investigate the possibility of a travel program for members and their families
4. To work toward involvement of all technologies and personnel
5. To extend activities of the committees
6. To establish a plan of action for each of the committees

We are asking your help by adding your list of goals and objectives. We would also like your input on subject matter for the annual meeting. Give Thurman Grass, Program Chairman, your suggestion of items you would like to see covered in order to make this convention meaningful.

During the past months we have had some setbacks relative to our liability insurance policy. We now have final interpretation of a policy and we will be able to answer many of the questions that many have had relative to coverage in the laboratory as well as in the classroom. The clarification of the liability policy is that the regular classroom coverage will run $18 for a three year period; however, in instances where laboratory and athletic coverage is needed, the policy will run $28 for three years. This quoted price is the very best deal that we have found so far. As a matter of fact, many companies will not cover liability of this type. Dr. Jim Fullen has worked diligently in trying to get the best policy possible.

We hope that all members will renew their membership so that we can build the necessary programs within OATYC to serve you better. The Board of Directors feels that the publication of the JOURNAL is of definite value to the membership, but again, we ask the participation of members within the organization so that this publication can be effective and meaningful. This is one of the only means of communications through the two-year college movement within our state, and we would hope that the exposure people get through the JOURNAL will be of value. To help reduce the cost of the JOURNAL, we are asking your cooperation by forwarding to Dr. Fullen suggested names of advertisers.

In conclusion, I would like to again employ the help of the readers by asking

your opinion as to the types of travel programs you feel would be of the greatest value to you in your educational endeavors. It is our feeling that we may be able to contact educators in the international scene to exchange ideas and to have seminars and visitations in colleges having similar interests to ours. We need to know the parts of the world you feel would be of greatest value in an exchange, and also we need to keep in mind that this should be an "educational" exchange.

Please let us know what your wishes are so that when the Board of Directors meet for the planning session, we may be able to discuss the possibilities of a travel program. In order to make these programs possible, we will need to open doors so that the membership as well as their families may participate.

Feel free to give us your ideas and suggestions. We need YOUR help.

--Max Covert

COMMENT:
AMERICAN TWO-YEAR COLLEGES NEED TO PRACTICE THE DEMOCRACY AND THE FREEDOMS THAT THEY POSSESS, REPRESENT, AND TEACH

James D. Fullen, Editor

Two-year colleges are about business; they are not a business. The business model of "boss-underling" with its assorted parts and accessories jeapordizes the integrity, the growth, and the mission of two-year education.

Having no working model of organization other than that of the four-year colleges and the public schools, two-year education regrettably borrowed it, knowing full-well that great differences of purpose, need, content, make-up, and politick would eventually call for future changes in structure. However, these changes have been minor and reluctantly offered and/or make; and in some two-year colleges even thwarted -- to the point of establishing an "Estates-General" with faculty playing "Third Estate."

Granted, federal and state government is largely to blame. Granted, the faculty has been as much at fault as anyone. Granted, leadership is necessary. Granted, as long as man has existed, he has had leaders. Granted (shamefully), few, if any, would believe the schools of this country to be democratic institutions. Granted also, leadership is ANY ability to persuade others to seek worthy goals and ANY technique of taking them there. What is primarily under attack here is the contemporary technique of the taking.

Robert Tannenbaum and Warren Schmidt in "Leadership Patterns" depict the

full range of leadership styles on a continuum ranging from authoritarian to democratic extremes as follows: (a) Leader makes decision and announces it; (b) leader "sells" decision; (c) leader presents ideas and invites questions; (d) leader presents tentative decision, subject to change at his discretion; (e) leader presents problem, gets suggestions, makes decision; (f) leader defines limits, asks group to make decision; (g) leader and subordinates function as a team and decide within limits defined by the organization's rulings and policies. The "absolute" patterns for the administration of two-year colleges are archaic and perverting, divisive, incongruent and demeaning, pretentious, stifling and counterproductive, and unnecessary.

Absolute leadership is archaic and perverting. As if 200 years is not enough proof of the wisdom of democratic rule, exemplified by our national success story, American colleges and schools continue to disregard this truth and to pervert education. Education in America began before the founding of the United States. And afterwards, the four-year colleges and later the public schools held that democratic leadership was "new and unproven" and adopted "benevolent autocratic" leadership. The organizational structure was modeled after that of business and unfortunately for education that motif "stuck." In the United States, education became viewed as big business -- programmed, assembled, packaged, and priced. Chief administrators became "bosses." Faculty members became mere employees, and students, the market. But Proprietary Education aside, education is not a business, administrators are not bosses; faculty members are not employees, and students are not consumers. Education is a human right -- not a product; it cannot be so confined, nor can it be produced. Chief administrators are leaders, overseers, and coordinators, not entrepeneurs. They do not, nor should they, take risks for profit. The colleges and schools are not their "factories" or "shops." Faculty members are professionals, believers who toil for purpose and value more than pay or they would/will not. Students are learners (as we all are); they do not pay full-price, and what they do pay is for facility. Credits and degrees can be purchased; knowledge and wisdom cannot. Even metaphorically students cannot be both consumer and product.

Absolute leadership is divisive. If the two-year colleges are to avoid the fate of the public schools, they must learn to reach group agreement--by vote and/or consensus; they must avoid coercion: of faculty by administration, of administration by faculty. The business model brought more than perversion, with it came its ultimate--proprietary education, clock hours, part-time, position, rank, and collective bargaining: labor versus management: Business coercion plus democratic necessity equals collective bargaining.

Absolute leadership is incongruent and demeaning. According to most authorities on management, effective leadership, organizational structure, and processes must conform to the personality and the expectations of subordinates. Subordinates who do not expect participation and who are dependent upon others for motivation react best to authoritative patterns. On the other hand, those who expect participation opportunities are motivated largely from within and react best to organizational processes calculated to give maximal voice in what happens. Certainly, faculty members of the two-year colleges more closely resemble McGregor's developmental Theory Y, the collegial of Keith Davis, the confident, self-actualized man of Maslow, and Harris' I'm OK; you're OK than do they represent McGregor's Theory X, Maslow's halted-growth, low-need fixation, Fromm's escape from freedom, and Harris' I'm OK; you're not OK or I'm not OK; you're OK.

Absolute leadership is pretentious. Education is freedom. Educational institutions in a democratic country should be proud to "showcase" the nation's very special brand of democracy in their governance--not make a farce of it. This facade, more so if feigned with numerous advisory committees, belittles the concept, the persons, the education, the system, the nation itself.

Absolute leadership is stifling and counterproductive. Beyond the maintenance factors, Fredrick Herzberg established the even more important motivational factors of achievement, recognition, advancement, a creative voice in the job, possibility of growth, and responsibility. Authoritatian leadership must stifle all of these in order to preserve status quo. This stifling is counterproductive: It drastically, wastes, impedes, and lessens motivation and, eventually, the quality of instruction.

Absolute leadership is unnecessary. Faculty members are not children or they would not have been "hired." They do not need to be patronized and rarely need chaperoned or chastized. On the whole they are leaned persons, quite capable of making reponsible decision. If teamwork is both the desired and the necessary pattern and technique for "rich" harvesting, it must be realized that the degree of "team spirit" is commensurate with how well and to what degree the group functions as a team.

Therefore, for assuring the necessary, nourishing esprit de corps and the qualitative, uninhibited flowering, and "coming-into-our-own," it is time to re-examine the organization of the two-year colleges and to restructure them so that they allow their unique American warrant: to practice, in their governance and conduct, the democracy and the freedoms that they possess, represent, and teach. It is time that federal and state government, college administration and faculty allow the faculty self-governance and self-direction in the two-year colleges.

--James D. Fullen

LEARNING TECHNOLOGY - CHIMERA OR REALITY?

Byrl R. Shoemaker

The Ohio Director of Vocational Education, Dr. Byrl Shoemaker, challenged both the ATEA Conference in Cincinnati and the OATYC Conference in Cleveland. For provocative perusal, the JOURNAL has selected Dr. Shoemaker's ATEA presentation, "Learning technology -- Chimera or Reality?"

There are few words that I cannot learn the meaning of from a study of the use of the word within a sentence or paragraph. I was forced, however, to look up the meaning of the word "chimera." In order that you will not have to reach for your dictionary I will tell you that the meaning of the word is "an imaginary monster constructed of incongruous parts." This is an interesting concept to apply to learning technology, but if it is to really apply one would also need to add to the definition "inadequate parts."

Speaking of inadequate parts, let me first review briefly some facts about the new legislation for vocational education, S. 2657 or Title II of the Education Act of 1976, P. L. 94-482. The new legislation has been identified as a block grant. There are, however, within the legislation of 20 percent set aside for disadvantaged and work study, 10 percent set aside for handicapped, and 15 percent set aside for postsecondary and adult vocational training. Thus, 45 percent of the block grant money is set aside for certain limited uses. In addition, there are greater limitations placed upon the purposes for which funds may be used than those that existed in the 1968 Vocational Education Amendments. Also, there is an overwhelming priority dealing with the areas of high levels of disadvantaged persons in the population which adds a further categorical thrust to the bill.

In a sense, the great emphasis upon planning established in the bill demands vast plans with an investment of a very limited amount of funds. The goals of vocational and technical education as established in the '63 and '68 Act were broad social and economic goals, fitting the needs of the time. There has not, however, been sufficient money attached to vocational education legislation to even partially achieve the broad goals established. We find Congress willing to provide billions for treatment of the "problem" through the Comprehensive Education and Training Act (CETA) which Act is essentially becoming a political football under a revenue sharing concept. Funds through vocational education acts for this year will total only about $550 million. Funds for CETA will total approximately $2.5 billion. Massive responsibilities are assigned to vocational and technical education, but the federal funds do not match the assigned responsibilities. Within Ohio we have spent 24 percent of our federal funds for postsecondary education.

Within Ohio, postsecondary and adult vocational education have received more than the amount of federal funds required by law. During fiscal year 1976 which ended July 1, 1976, there were 26,762 persons served through postsecondary education in Ohio; 16,313 of these were in two-year post-high school technical education programs, leading to an associate degree. Twenty-two percent of our federal vocational education funds for that year were spent for adult supplementary education, serving a total of 245,601 out-of-school youth and adults; a portion of these were enrolled in programs sponsored by technical institutes.

Planning requirements of the new vocational education legislation will

involve both the state advisory council and representatives from a specified group of agencies. One of the agencies represented in the new planning effort will be the State Board of Regents. The new legislation calls for detailed planning, evaluation and reporting far beyond present requirements. Three fiscal issues relating to the bill are worthy of your attention, although the first which I mention may not be very important to you.

The first area of fiscal concern within the new legislation deals with funds for state administration of vocational education. Under the new legislation the state must provide 20 percent of the state administrative and supervisory costs for FY '78, 40 percent for '79 and 50 percent every year thereafter. Many states, including Ohio, which overmatch by about six state to each one dollar of federal funds, do not appropriate separate funds for state administration. Another problem is that there is not sufficient money within the 102 (d) section of the Act from which administration funding is to be taken to provide for the 80 percent of state administration from federal funds for FY '78 and 60 percent for FY '79, much less the added items within section 102 (d) concerning evaluation and data development.

The second area of fiscal concern is that of local leadership for vocational and technical education. I am sure that you are aware that we provide fiscal assistance for local directors and supervisors in technical education. There are no provisions in the present version of the bill to permit us to invest any funds in local leadership of any type.

A third area of fiscal concern deals with the area of innovation and supplementary services. People in technical education are concerned mainly in terms of the function of guidance as a part of the supplementary services permissible under the Act. Within the new legislation, however, only 20 percent of the amount of the basic grant under section 102(a) may be spent for the innovative and supplementary services. Twenty percent of the "20 percent" must be spent for the area of guidance services. Using this year's appropriation figures as a base and applying the new formula, Ohio is spending $5.9 million for the services permissible under the 20 percent set aside, while the amount of funds that would be available would be approximately $4.8 million. Unless there are changes in legislation something will have to go.

There is an opportunity for corrections in the legislation before the new sections become applicable, since the sections to which I refer become applicable July 1, 1977. We would recommend changes in law which would permit: (1) state administration funding to come out of section 102 (a) rather than 102 (d); (2) permission for fiscal assistance for local supervision to be added to the bill and (3) the establishment of 20 percent for innovative and supplementary services as a minimum expenditure rather than a maximum expenditure. All three of the above items would take either corrective or substantive amendments to the legislation and would need to be introduced in Congress early in January.

Returning now to the topic "Learning Technology - Chimera or Reality," I am reminded of some of the attempts to improve learning technology in recent years. One example of an effort to improve learning technology was the development of the Harvard Physics project. If I am not mistaken, a total of $15 million went into the process of attempting to improve the physics instruction at the high school level. A whole new physics course of study was designed and I recall several years ago visiting Chicago in order to observe the new Harvard Physics project. What I observed reminded me of the physics program that I had in high school in 1936. They were still rolling that steel ball down the same

inclined plane and letting it bounce on the floor, and I'll be darned if I know why yet. Studies dealing with the effectiveness of the Harvard Physics project and other related efforts to improve physics instruction revealed that fewer students participated in the physics program at the high school level and no additional students participated at the collegiate level. The students that did enroll in physics from the new "physics" programs did no better in physics instruction than they did under the old physics program.

Anyone with an understanding of principles of learning could have predicted failure. Persons designing the new physics "subject" failed to ask the question, "Should you even teach physics as a separate subject?" We have watched other thrusts at improvement in learning technology in such areas as the "new" math, which builds upon everything except the principles of learning relating to need and experience. We have re-discovered again that individualized study is a tool, not a total method of delivery unless you are dealing with extremely short term subjects or topics. We have discovered again contract education, which was the basis on which I was taught mathematics in the eighth grade quite a few years ago. It worked for a little while, then became extremely boring, with little or no motivation. They have found that while it still can be a tool, it is not a basic delivery of educational services.

Thrusts toward improving learning technology too often have related to the concept of repackaging the same old stuff in different size boxes, sometimes with fancy ribbons. When the young people open up the boxes, they find the same old stuff. In order to be valid, in order to make a true contribution to the learning process, learning technologies must be based on learning theory. Instead of studying and re-examining learning theory and principles of learning, we have thrust ahead consistently with a "chimera" curriculum based upon a "chimera" learning theory. The curriculum at the junior high and high school level was patterned after the worst example that they could find, the college curriculum. Thus we inherited from the college a decadent system of education, starting with "subjects" in the seventh grade. Beginning with the seventh grade, emphasis is upon the knowledge, rather than the needs of students; upon precept rather than example; upon words instead of experience.

Essentially all of the curriculum from the seventh grade on, with the exception of vocational education and the practical arts, still functions on the basis of faculty psychology. Faculty psychology assumes that the mind is like a muscle and that if you exercise it often enough with "hard subjects" you will strengthen the mind and the ability of the individual to think. How many times have you heard in your educational career the idea that mathematics teaches you to think logically? I defy you to show me one research project that has proven that mathematics teaches people to think logically. People who think logically tend to do well in mathematics. There is no evidence to support "faculty psychology" as a basis for education programming. Thirty years of research on curriculum has failed to prove that the subject-centered educational program at a high school level is even the best way to prepare for college. Any educational program, be it academic, vocational, technical or collegiate, which is not based upon the following principles of learning, will not be successful as an educational program. Any learning technology which does not recognize and incorporate these concepts of learning will have a short life and its value will be limited to the "Hawthorne" effect of change.

> We learn best when we are ready to learn. When we have a strong purpose, a well-fixed reason for learning something, it is

easier to receive the instruction and to make progress in learning.

The more often we use what we have learned the better we can perform or understand it.

If the things we have learned are useful and beneficial to us so that we are satisfied with what we have accomplished, the better we retain what we have learned.

Learning something new is made easier if the learning can be built upon something we already know. It is best to start with simple steps which are related to things we can now do or which we already understand, and progress to new and more difficult tasks or ideas.

Learning takes place by doing. Before the learning can become complete, we must put into practice what we are attempting to learn.

Practices change to fit a new day--new challenges--new opportunities. Principles are fundamental and basic in terms of how people learn. Prosser's Theorems were the application of the principles of learning and of Dewey's concept of "learning by doing" to the area of vocational education. While I will not list these theorems here, the fundamental ideas and principles behind these theorems are sound in terms of the development of vocational or technical education today.

There is only one professional program in our colleges and universities that makes any sense in terms of principles of learning, and I am certainly not talking about the program for the preparation of teachers. The only collegiate programs that match the concepts or principles of learning are those for the health professions. We would not dream of providing a person preparing to be a medical doctor with just the subjects and laboratories to gain knowledge and an acquaintanceship with the skills required to be a physician, slap a mortar board on his head and tell him, "Go forth now and practice." Thank goodness, the health education areas are fully aware that merely instruction in subjects and laboratory experiences are not enough. There must be practice, along with the subject matter and the laboratory studies.

Engineering colleges do not provide the practice for the students. They provide students with a heavy dose of academic subjects, a lot of math and science, some limited laboratory experiences, but no practice. Thus, when the college or university slaps a mortar board on the head of an engineer, they have to say to him: "Go forth now and practice so that you can become an engineer." If they do not find an industry or business that will let them practice, they will never become engineers.

Then there are those who believe that the beginning and end of education is liberal arts. W. H. Auden, an English philosopher, said, "In the end art is a small beer. The real serious things are earning one's living so as not to be a parasite, and loving one's neighbor." Recently I attended a three-day seminar in which most all of the sessions were conducted by learned persons from higher education, particularly the administrative role of higher-education. While some of the presenters indicated that perhaps preparation for work was a necessary

evil, they proposed that the real thrust of collegiate education had to remain in the area of liberal arts. As I questioned them, I found that their concept of liberal arts dealt with the identification of a set of subjects dealing with English, literature, art, drama and the social sciences under the mistaken illusion that a person completing successfully an instructional program in such subjects had a liberal education.

One of the presenters even went so far as to express the belief that a person who had not had ne advantages of liberal arts in college probably could not function as well as a voting citizen. Such concepts and ideas are sheer nonsense and it is extremely difficult to understand how any intelligent person who has examined critically the issue of liberal education could confuse the completion of a set of subjects with the development of a set of moral and ethical values as a basis for functioning effectively in a democratic society. It is possible for one to gain insights and understandings into moral and ethical values through a study of the classics and other so-called liberal subjects, but the way such subjects were taught to me had little to do with the development of moral and ethical values. Moral and ethical values are developed, not taught. It is also possible and perhaps an even better opportunity exists to develop values through a vocational or a technical education program. The issue is not the content at all. The issue deals with how the person teaches the content. The development of moral and ethical values is just that-they are developed, not taught.

I believe:

1. A liberal education is not knowledge based, but value based. If such values are the prisoner of liberal arts at the university there is no hope for the majority of the people in our nation.
2. Moral and ethical values are not taught, but developed.
3. Liberal education is more a function of method, experience, and than precept; more example than words.
4. The traditional liberal arts subjects can be a vehicle for the development of moral and ethical values only if experience and example are added to words.
5. Vocational and technical education can teach moral and ethical values if precepts and examples are included in the instruction and moral and ethical values are demonstrated by the staff and included as part of the experiences in the program.

The term "liberal education" could be used interchangeably with the term "humanistic education" and the focus of humanistic education is on the human race--what we have, where we are, our human heritage. A teacher can humanize or liberalize any instructional area by relating it to the cultural background of the occupation and the people who work at the occupation, and by projecting its contribution to society. Guidelines for the humanistic approach in teaching, therefore, could be listed as:

1. Provide for an enlargement of self for personal integrity;
2. Examine human possibilities;
3. Deal with esthetic property;
4. Put the specific instructional program in a broad human context; and
5. Question any object of process in terms of, "How can it be?"; "What is it like to be like that?"

On the basis, instruction in the humanities or liberal arts does not deal with a particular set of subjects, but with the procedure followed and points of emphasis in any program area, including technical education. To make technical education one of the humanistic influences on the student, the teacher must ask the question: "What is the human behind the technical occupation?"

Technical education was born free-a new type of education to match changes in a technological world. It was not born a "Me, too" professional education program, nor a "Me, too" vocational education program. It was born a new child of education, with its own place in the educational family, unique in its goal and, therefore, unique in organization, structure and content. I deplore, and strongly oppose any movement of technical education to become a "Me, too" professional program, just as I deplore and oppose the movement of technical education to become a vocational program. Any thrust to obtain large numbers of students without regard to their interest in or ability to succeed in technical education or any relenting from the goal, structure and function of technical education in order to match the desires of the technical education faculty to become professors of higher education through greater emphasis upon more academics, less laboratory time and less hours of instruction for students enrolled in technical education is traitorous to the cause of technical education and will defeat the very purpose for which technical education was organized.

At one time in the state of Ohio, technical education was under the direct supervision of our Division of Vocational Education. At the time that it was legally pulled away from our Division of Vocational Education, State Department of Education, into the realm of higher education, it was suggested that perhaps vocation education should continue a level of technical education and higher education should also establish a level of technical education. As much as we wanted to retain control of technical education, we stated to the then-chancellor of the Board of Regents that in order for it to grow free there should be only one technical education in the state of Ohio. Since it had been assigned legally to the Board of Regents, we would support his efforts in technical education rather than attempt to have two or three versions of the program.

Instead of any movement to water down technical education in terms of instructor-student contact hours, laboratory experiences or program goals, it is time to strengthen technical education in terms of instructional content that is related directly to the goal, laboratory experiences which relate the technical content to practical applications and through a new thrust in technical education--that of adding practice to all fields of technical education, similar to that found in the area of registered nursing at the technical level and the health professions at the collegiate level. Technical education is a level of education, not an institution; and must be programmed as a unique function in education, not on the basis of administrative goals in terms of numbers of students to be enrolled or staff goals in terms of academic status.

Byrl R. Shoemaker
Director of Vocational Education
State of Ohio
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Columbus, Ohio 43215

OATYC FOCUS ON ATI

Marjorie Kramer

Each issue of the JOURNAL focuses on an Ohio Two-Year Campus. This issue features the unique Agricultural Technical Institute of Wooster, Ohio.

Graduates of the Agricultural Technical Institute in Wooster take with them a 90 percent chance of finding immediate employment in their occupational field. This statistic is an impressive testament to ATI's job-oriented curriculum and educational philosophy.

ATI, an administrative unit of the College of Agriculture of The Ohio State University, offers the university's only two-year degree, the Associate in Applied Science. It enrolls approximately 750 students, one third of whom are women, from 77 Ohio counties and several other states. About 18.5 percent of the student body transfers from other higher-education institutions.

ATI was established under legislation enacted by the Ohio General Assembly for profiding postsecondary programs to prepare technicians to enter Ohio's agricultural manpower force. The purposes of the Institute are to (1) prepare male and female workers to meet the challenges facing agricultural technical personnel because of the rapid increase of knowledge and technology; (2) prepare, on the basis of present and future agricultural needs, persons for technical-level endeavor; (3) develop and offer programs leading to competence in citizenship and community living; and (4) prepare and motivate students to continue in educational pursuits and self-education throughout life to maintain occupational competency and responsible citizenship.

In the words of Dr. Jerry J. Halterman, director of ATI, "We must see that the technician is a well-rounded individual who demonstrates technical abilities in an occupational vein. Our technicians must also be prepared to perform as responsible and responsive citizens of the social structure."

"Our goal at ATI," continues Dr. Halterman, "is to educate qualified, productive people who are functionally effective socially, politically and institutionally."

The emergence of the agricultural technician creates the demand for ATI graduates, whose skills and preparation enable them to fill the gap between vocationally and professionally oriented occupations.

ATI's 14 technologies offer intense, practical study. The major thrust of job placement is possible through Occupational Internship, a period of at least ten weeks during which the student works for wages in his specialized field while enrolled for academic credit at ATI. This Occupational Internship introduces the student into his field on a technical level and provides invaluable job experience that will aid him in obtaining employment after graduation.

During 1976, 238 students, mostly in their first year of study, experienced job internships and earned over $505,000 in wages. While serving the agri-industry, they labored approximately 200,000 hours.

Practicum in agriculture is a unique course of instruction of supervised practical experience required in most ATI curriculums. In 1976, 76 percent of ATI students participated in practicum, which offers skill development in open laboratories and functions as the bridge between classroom instruction and internship. Appropriate activities are scheduled at the ATI horse arena and barns, the 1500 acre Apple Creek State Farm, the 100 acre Paul Willour Farm, ATI greenhouses and at the OARDC dairy barns.

The Apple Creek Farm represents a unique relationship between two state-funded institutions. The 1500 acre operation provided practicum experience for 561 students last year and supplies food for mental institutions around Ohio. Crops and orchard land are worked and beef and swine operations are managed by students.

The Paul Willour Farm is operated by livestock students who oversee cow/calf and sheep facilities. This February, students supervised by Dr. Michael Borger produced a 200 percent lamb crop in a unique lambing polyhouse. The polyhouse, the only one of its kind, is one factor in progressive sheep management techniques used by Dr. Borger. The techniques incorporate new ways of breeding, feeding and providing hormone control for the ewes.

Over 150 horses are regularly cared for and trained by students at the ATI horse barns and arena. This field lab emphasizes standardbred racing, though students also train show horses and thoroughbreds. Practicum work includes the daily care of two horses for each student and requires the pupils to be at the barns and arena from 7 a.m. to 11 a.m. They then return to ATI for an afternoon of class.

HISTORY

ATI's history begins in 1966. In that year, the preliminary proposal that the Agricultural Technical Institute be established was released.

Also in 1966, the 30 acre site was acquired adjacent to the Ohio Agricultural Research and Development Center. Dr. Halterman was named Director Designate in 1968 and in 1969 the Ohio General Assembly allocated funds for the school's establishment. Groundbreaking ceremonies for the first building were held October 27, 1970 and the first class of students was admitted Autumn Quarter, 1972.

From that first student body of 192 and faculty and staff of eight persons, ATI has grown to its present enrollment and a faculty and staff total of 100. The students and personnel will put to use a new, $4 million facility scheduled for completion in the Fall of 1978. Labeled "Phase II," the 70,600 square feet building will house classrooms, laboratories, dining facilities and bookstore and gymnasium. It also include elaborate agricultural mechanics workshops, ornamental horticultural laboratory complex, outdoor multi-purpose recreational court and a 300 car parking lot. Groundbreaking was November 12, 1976.

Phase III will be the final building for certain specializations needed to complete housing for the planned enrollment of 1,000 students.

LIBRARY AND GUIDED STUDIES

The ATI library collection is designed to support the educational program of the campus. A professionally trained librarian instructs students in the use of materials and provides individual reference service and assistance to students and faculty. Even though ATI is only five years old, it has acquired over 13,000 volumes and 625 periodicals for the library shelves, as well as newspapers, pamphlets and audio-visual resources.

ATI students have all rights and privileges specified for other OSU undergraduates and use the extensive library resources of the Columbus campus. They may request material to be sent to ATI or they can present their OSU fee cards and use the Columbus collections directly.

The Guided Studies Facility integrates necessary learning skills with the student's technical academic pursuits. Students receive assistance in adjusting to and excelling in their academics. Services include courses in communications and technical math, academic counseling, peer tutoring and

use of a full range of laboratory materials.

ATI offers the following specialized technical programs (ATI's administration plans to complete the processing of six more technologies by 1981.):

Agricultural Mechanics:
- Agricultural Materials Handling

Agricultural Products:
- Beekeeping
- Forest Products

Allied Agricultural Sciences:
- Agricultural Research and Laboratory Science

Animal Sciences:
- Dairy Cattle
- Horse Management
- Livestock (beef, sheep and swine)

Plant Sciences:
- Agronomic Industries
- Crop Production
- Floriculture and Greenhouse Management
- Landscaping
- Nursery Management
- Soil and Water Management
- Turfgrass

Reflecting present and future occupational needs and the standards prescribed by the Ohio Board of Regents, the curriculum for each technical program consists of 22 hours in oral and written communications and humanistic social studies and 23 hours in chemistry, biology, technical mathematics, and business. Each technology includes 55 hours of technical study.

The Agricultural Materials Handling Technology was implemented in 1976 and trains students in the transportation of agricultural materials through processing, production and storage facilities. Biological, chemical and engineering aspects are emphasized.

The Forest Products curriculum speaks for that area of forestry that is involved with wood products of everyday life. Students in this program are exposed to such topics as tree and log identification, log grading and scaling, lumber grading and measurement, sawmilling, veneer and plywood manufacture, pulp and paper manufacture, wood structure and construction, cabinet making, retailing and wholesaling forest products, warehousing and wood finishing and preservation.

Technicians who graduate from the Beekeeping Technology can expect to find employment in commercial beekeeping, apiary management, sale, inspection, pollination, queen rearing and packing, and marketing bee supplies and products. It is the only program of its kind in the United States and draws students from around the country.

Agricultural Research and Laboratory Science offers the option of specializing in the plant or animal sciences. Those students in the plant phase study the influence of fertilization, seed varieties, production techniques and the effect of chemicals on yield and quality of crops. Those students interested in the influence of nutrition, breeding, feed additives and disease control in the production of livestock study the animal phase.

Daily students benefit from a progressive, valuable practicum program developed by coordinator Ernest Oelker. Students regularly milk 50 head at the OARDC dairy barns and collect data for nutritional feeding programs and a calf research project. The curriculum emphasizes management and dairy husbandry.

As mentioned before, over 150 horses are cared for, trained, raced and shown by students in the Horse Management Technology. Harness racing is the strongest segment of the program and graduates find jobs as breeders, trainers, managers, equitation instructors, grooms and managers of tracks and horse shows. Most of the horses are owned by ATI. Owners who want their horses to be trained by ATI students pay a boarding fee.

Production of beef, sheep and swine are studies by Livestock students. These future technicians are trained in principles and processes of nutrition, genetics, reproduction, meat science, health and management of livestock, as well as theories of crop production and farm business.

The Agronomic Industries program is designed for students interested in learning how to employ scientific methods in the management of soil resources, in determining economic fertilizer recommendations, in proper weed and pest control and in other cultural aspects of crop production. Each student helps plan and grow the ATI farm crops. Soil fertility and plant nutrition are stressed because of the need for technicians to make practical applications of scientific knowledge under field conditions.

Students studying Crops Production learn about cereal, field and forage crops through two study areas. The technical considerations are emphasized because of the necessity for technicians to be able to make practical applications of scientific and theoretical knowledge. The area of agricultural business management is also stressed because of the continuous involvement most technicians have in various commercial enterprises.

Florticulture and Greenhouse Management consists of two major programs. Retail/Design students and those who are grower oriented cooperate to produce the annual Floral and Bridal Show, a showcase for plant production and design. With the help of area professionals who provide formal wedding apparel and a portion of the flowers, the February 28 show included 50 models who displayed fashion-coordinated flowers, staged in an outdoor plaza scene and indoor church wedding. About 1200 persons viewed the event, which also served as graded course work for participating second-year students.

Maintenance of school greenhouses and horticulture gardens, as well as construction of interior plant decorations and floral design for other academic and social functions help students develop competence. A built-in flower shop and design room provide excellent facilities for studying flower shop management.

Career opportunities for graduates of the Landscape Design, Construction and Contracting Technology exist as designers, nurserymen, contractors, landscape superintendents, groundskeepers and product developers. Graduates are also trained in sales, management and production. Academic areas include insect pest control, turfgrass culture, plant diseases and propagation.

The primary concern of the Nursery Operation and Management Technology is to prepare students for management positions in the industry. Students develop a working knowledge of factors affecting the growth and development of nursery stock and how these factors can be controlled and manipulated for optimum plant growth in relation to plant propagation, liner production and field and container production. Skills in agri-business and sales are also developed.

Soil and Water Management students study the basic concepts of plant growth and soil science and the complex relationships that exist among soil, water and plants. In this technology, principles and processes of soil erosion, sedimentation, soil drainage, land use planning and agricultural and community development land use are stressed.

Training in the Turfgrass Management curriculum provides fundamentals of turfgrass technology necessary for the supervision and management of golf courses, parks, athletic fields, industrial grounds, highway roadsides and sod production operations. Graduates are in demand as salespersons of commercial turf supplies. Coursework includes soils and fertilizers, business records, horticulture equipment, turf diseases, marketing and shop mechanics.

EXTRACURRICULAR ACTIVITIES

In addition to academic pursuits, ATI's extracurricular activities have grown as the student enrollment has grown. The varsity sports of golf, baseball and tennis will be offered for the first time this Spring Quarter. Intramural sports throughout the year include volleyball, softball, horseshoes, soccer, bowling, tennis, basketball, soccer, swimming and flag football. Other activities include coffee houses, movies, small games tournaments, guest speakers, over 30 clubs, a radio station, theatrical group, arts and crafts, dances, a chorus, judo instruction and square dancing. A governing Student Senate, made up of seven subcommittees, acts as service agent for the activities.

SELF-STUDY

As an OSU structural unit, ATI continues its Self-Study in being considered for accreditation by the North Central Accrediting Association. All School faculty and staff play vital roles on committees which investigate all aspects of the school's operation.

In 1976, the North Central Association identified the need for ATI to reorganize. Committee personnel have completed reorganizational plans which are being considered by the OSU Provost's Office. Because the Self-Study identified this reorganizational need, ATI's Board of Trustees was prompted to approve the change of operation to that of a college within OSU. Final review for accreditation is set for Spring, 1978.

Marjorie H. Kramer
Coordinator of Communications
Agricultural Technical Institute
Wooster, OH 44691

Dr. Jerry J. Halterman, Director

This 60,000 square feet Phase I facility that houses classrooms, labs, a library learning resource center, offices, storage facilities and a student services area will be connected to Phase II, scheduled for completion in Fall, 1978. Phase II, a 70,600 square foot facility will include mechanical workshops, classrooms, dining facilities, horticultural laboratory, bookstore and gymnasium. These main campus buildings are complemented by various operating field laboratories throughout Wayne County.

Standardbred racing is emphasized in ATI's horse management program which also offers instruction in pleasure riding and some thoroughbred training. Over 150 horses are cared for by ATI horse students, such as the two who are hitching up a standardbred to the race bike.

Beekeeping students come to ATI from all around the U.S. to learn techniques in queen rearing, crop pollination, commercial beekeeping, apiary management and packaging and marketing bee supplies and products. Here hive supers are inspected.

Two livestock students apply a ring to the nose of a swine on the 1500 acre Apple Creek Farm operated by students and supervisors. The farm represents a unique relationship between two state-funded institutions, since crops grown by students supply food for Ohio mental institutions.

BEST COPY AVAILABLE

A DIFFERENT INTRODUCTION TO MATHEMATICS IN A REMEDIAL COURSE

Henry Hansen

A major task for the teachers of mathematics in colleges and universities, and specifically those at two-year institutions with an open-door admissions policy, is to provide training in mathematical skills for students entering college at a remedial level.

Some students have just graduated from high school with perhaps only one course in business arithmetic, or perhaps with discouraging attempts in algebra and geometry; other students are returning to the campus after a long absence from any classroom. In either case, there is an evident fear and lack of self-confidence exhibited by the student approaching a course of study which in the past has only led to failing experiences, or which is so far in the past that any good feelings for the subject have long since been dulled or have disappeared. Parents who have been exposed to the language of the "new math" through the experience of their children have special reasons to be somewhat nervous when faced with their first mathematics course.

Furthermore, many college-bound students have been advised in high school to avoid any serious and rigorous study of mathematics on the grounds that "math is not really necessary for the job you want" to discover later that it is. Other students decide to continue their education only after completing a course of high school studies not designed for college preparation. There is also strong evidence that many women and members of minority groups have been hurt by counseling which has directed them away from the consideration of careers in modern technology involving mathematics.

To overcome the problems faced by such students, educators have developed many instructional techniques: computer-assisted instruction, mathematics laboratories, programmed learning, self-paced instruction, tutorial programs, variably-paced courses, and modular course structures, just to name a few. But, one problem still remains: How can the teacher get across to the students the idea that mathematics does not involve just the memorization and copying of rules, axioms, theorems, and examples, but that mathematics is inherently a creative subject involving both experimentation and deduction? How is it possible for the poorly prepared student to get a feeling for the spirit of the subject as well as its techniques? It is much too easy to say, "If you will just suffer for a while and learn these fundamental rules and terminology, **then** you can appreciate the subject." It becomes apparent that the choice of proper topics for study is just as important as the teaching and learning techniques employed.

Many of the initial barriers faced by such students, especially fear and a tradition of failure, can be overcome by a judicious choice of a first course topic. Such a topic should satisfy at least these seven conditions:

1. It must be elementary, within the reach of all students.
2. It should be something "new," a topic which students have not yet studied and so it can be approached with no prejudice.
3. It should be mathematically sound, not just a gimmick to hold attention.
4. It should introduce the student to the modern language of mathematics, but in such a way that they learn by doing and not by memorizing.
5. It should force the student to engage in computational activity and to form some conjectures which can be tested experimentally.
6. It should offer the interested student the possibility for continued independent study after the class has proceeded to other topics.
7. It should not stand alone, but should be applicable to much of the syllabus of the total remedial program.

With certain modifications, these above conditions should apply to any course of study, not just to mathematics. A personal example follows:

In January, 1974, I was assigned to teach a class of remedial-level students in their first college mathematics course, a reduced pace version of our most elementary course offering. The syllabus required that we begin with a discussion of integers and rational numbers, and continue with a treatment of exponents, equations, factorization of polynomials, and quadratic equations. Due to problems with the publisher, the textbook would not be available for almost the first three weeks of the course. So, treating the lack of a text as an opportunity rather than as a disaster, we began a bit differently by investigating the set of integers modulo 7 which we denoted by (0, 1, 2, 3, 4, 5, 6). (Here I fell back on my experience in a similar situation with the original New Careers program at The Ohio State University as described in [2].) We did not distinguish between integers and their respective congruence classes but denoted them with the same symbols.

The students quickly defined, say, $2 + 3 = 5$, but what about $4 + 5$? There was no "nine" in our system. After a few suggestions, the students arrived at the rule of "subtracting sevens"; they defined $4 + 5 = 2$ since $4 + 5$ is nine in the set of integers, and nine minus seven is 2. (We initially only allowed ourselves to use the symbols 0, 1, 2, 3, 4, 5, 6.) This of course delighted them, being able to make the seemingly heretical statements $5 + 6 = 4$ and $6 \cdot 6 = 2$, since for example, $6 \cdot 6$ is thirty, and thirty minus four sevens is 2. From this point on it was hard to hold them back. What was "negative two?" 5, they decided, since $2 + 5 = 0$ and we wanted -2 to have the property $2 = (-2) = 0$. Among other things, they checked directly that $(-2)(-3) = 5 \cdot 4 = 6$, verifying that "the product of two negatives is positive."

The students were then asked to find the element corresponding to $\frac{1}{2}$. What was the important property of $\frac{1}{2}$? That $\frac{1}{2} \cdot 2 = 1$, they finally agreed, and since $4 : 2 = 1$ it was only natural to define $\frac{1}{2} = 4$. They found a real joy at being able to tell the more "advanced" students that "in our class $3 + 5 = 1$ and $\frac{1}{4} - \frac{1}{3} = 3$," of course not mentioning that they were working modulo seven.

The textbook finally did arrive and we proceeded through the course as originally intended. But when we came to new topics, the students always tried to tie them into our initial experience. With exponents, they discovered the rule for checking when two different powers of the same base were equivalent modulo seven, and developed a theory of indices modulo different primes p. When we started to factor polynomials, it was noticed that $x^2 + 5$ is irreducible over even the real numbers but could be factored as $(x + 3)(x + 4)$ modulo seven. The study of square roots modulo a prime p led to some very interesting observations.

Many other concepts that arose in the normal course of study of integral, rational, and real numbers also were naturally investigated in these new arithmetic systems. The advantage to the students became apparent when they found that the same concepts could be investigated in two distinct settings, one brand new and the other quite familiar. The enthusiasm generated by working in the new setting rubbed off in their work with the standard material. There

was an added bonus in that the students discovered some challenging algebraic and theoretical number problems in their first college mathematics course. The value of this experience to the student may not be immediately noticeable, but one hopes that it may bear fruit in the future, although in perhaps unexpected ways.

This course was not run as a planned experiment; for example, there was no control section taught directly from the standard textbook syllabus. But, it was clear that the students did not lose anything by spending less time in the assigned text. They attacked the subject actively and did not just respond passively. Their performance on the final examination showed that they behaved as a group at least as well as could be expected in a standard course. It should be noted that much of the spontaneous enthusiasm disappeared when we used the text, but students have to realize that any endeavor, whether scholastic, athletic, or artistic, will involve much time, work, and practice, with much of it being repetitive, difficult, and even sometimes dull. The important thing in this case is that the students did experience some of the excitement and challenge of discovering and developing a mathematical topic on their own, and their first hesitations and fears were largely overcome.

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PRACTICUM

OHIO BOARD OF REGENTS' THIRD MASTER PLAN FOR OHIO HIGHER EDUCATION

Because a knowledge of the content of the new "Ohio Board of Regents' Third Master Plan for Ohio Higher Education" is a must for the Ohio Two-Year educator, the February JOURNAL presented the first excerpts of this important document; this issue summarizes the remaining portions, including the Plan's look at the financing of Ohio's higher education. Again, recognition and thanks are extended THE OHIO STATE UNIVERSITY MONTHLY for providing summary materials.

FINANCING HIGHER EDUCATION

The financing of higher education is a complex process, with funds coming from many sources, including state, federal and local governments, student fees and charges, and private gifts and grants. During the 1975-76 fiscal year the state of Ohio provided 36.6 percent of all money for current operations in the areas of instruction and general operations, separately budgeted research, and public services. The state also funds the Ohio Instructional Grants program and has provided two thirds of all physical facilities at the colleges and universities.

In the category of instruction and general operations (60% of the total college and university spending) more than 95 percent of the funding comes from state subsidy support and the instructional fees paid by students. The student-based formulas of support used for state funding of colleges and universities are based on expenditure patterns within this category of operations.

State support is limited in the research and public service categories, with most funding coming from other sources, including the federal government, the private sector, and users of particular services. The Board of Regents recommends that present funding policies in these categories be continued, except in special instances where the state may benefit by providing direct aid for specific activities. The Board also recommends continuation of the present policies for funding student assistance programs, except in cases where the state may identify objectives best served through direct institutional support.

The operation of auxiliary services on our campuses - residence and dining halls, student unions, and similar services - is generally expected to be supported by direct user-based student charges, generated income, and the General Fee charged to all students. In addition, the colleges and universities are authorized to undertake short and long-term debt for the construction of auxiliary service facilities. The Board of Regents recommends continuation of the policies for financing auxiliary services, except as very special problems may dictate otherwise. The clear separation of responsibility for the financing of academic plant and auxiliary plant between the state and the boards of trustees should also be continued.

As they near the end of a period of major growth, Ohio's colleges and universities are, for the most part, in sound condition. But the years ahead are certain to bring increased stress as the decline in enrollment of traditional-age students, demands for new types of programs, and other factors create greater financial pressures. These challenges will require skillful management to maintain the financial strength of our institutions.

One area which demands special attention involves the long-term debt for residence and dining halls and other auxiliary facilities which institutions incurred during the growth period. The Board of Regents urges all university boards of trustees to examine closely the implications of possible full-time enrollment decline on the debt retirement burdens borne by their institutions, and to be especially cautious in undertaking new programs of debt.

Overall, the challenges of the planning period ahead impose major responsibilities on our institutions and the state itself. The colleges and universities will have to exercise strong and determined management, establish budgeting mechanisms which assure flexibility and maintain effective mechanisms of cost control. They should also consider accumulating and sustaining an unbudgeted operating reserve, defend the revenue base for instructional purposes against erosion, devise methods to forecast longer term financial crisis, and devise strategies for responding to substantial enrollment change. To assist our institutions during this period, continued importance should be placed on preserving their freedom to manage various funds independent of external controls so the maximum flexibility is possible.

State responsibility must include assuring the freedom of institutions to budget internally, set the level of the general fee and other special purpose fees, and manage their own affairs. The state should also continue to update expenditure models each year and should carefully relate appropriations to the costs associated with legislative decisions other than those provided for within the expenditure models.

In developing operating budgets for our institutions, the Board of Regents

recommends that the present generalized process for determining needed student-based appropriation support be continued, with stress placed upon inter-institutional consultation during successive budget periods. The Board also strongly urges that the maximum instructional fee be limited by the General Assembly each budget session as an integral part of the appropriation process. In addition, some flexibility should be provided by the General Assembly so that the Board of Regents can make equitable redistribution of available unearned appropriations after actual enrollments are known.

Increased operating support will be needed in the years ahead simply to fund higher education's existing commitments. This will be necessary to offset the impact of inflation and other strong financial pressures, including those related to changes in enrollment patterns. Beyond this, implementation of Master Plan recommendations in the areas of access, lifelong learning, quality improvement, health personnel education, and coordination and planning would require further sizable increases in the level of state support. The Board of Regents recognizes that it is unlikely all of these recommendations could be funded at one time. In preparing budget proposals for the system, the Board will present its estimates of the costs of initiating each program at a beginning level and also consider the important element of timing in introducing proposals for change.

Capital improvement needs must also be considered in evaluating the future financing of higher education. With full-time enrollments expected to stabilize, prospects of decline after 1980, capital improvements associated with anticipated growth would generally be undertaken with great caution. Only when enrollment growth prospects can be persuasively defended should such construction be considered and, even then institutions should first fully explore every possibility for utilizing existing space.

Another concern related to capital improvements involves the growing burden of debt service on the higher education budget. The Board of Regents strongly recommends that the increased encroachment of debt service demands upon higher education's operating appropriations be halted, and that future capital appropriations from this funding arrangement be limited.

The financial resources available to higher education as it moves into a period of change will be determined in large measure by the level and allocation of state funds. The Board of Regents believes that every effort should be made to clarify for the Governor and members of the General Assembly the need for higher education to move in new directions and to stress the urgency as well as sustaining existing programs and service commitments. In these matters the Board will work closely with state budget officials and with legislative committees through established budget processes of formulation and review.

If it becomes necessary to operate the higher education program within a lower level of state funding than is implied in this Master Plan, attention must be given to relative priorities. In this regard, it is strongly urged that past inclinations in the budgeting review process to reject out of hand all new programs and service commitments be resisted as out of keeping with sound planning. The Board of Regents also believes that in dealing with possible funding constraints, state colleges and universities must recognize the crucial need to keep student fees as low as possible to promote access.

In addition, institutions should respond to this situation with acts of self-help. These should include a strong follow-up to recommendations of the recent Management Improvement Program, the review of all degree programs

as part of the cost control process, and a cautious approach to new locally financed capital construction. The institutions should also consider selected limitation of access to high cost health education programs, review the fee levels for other high cost professional programs, study the impact of fee increases for all students, and weigh the advantages and disadvantages of limiting enrollment to levels of available state funding. Finally, they should continue to nurture financial support from non-governmental sources.

Skillful institutional management and state support of that management will be needed over the next two decades. In addition, because of the urgent need to address the issue of severe enrollment dislocation in the years ahead, an on-going Planning Council should be established to serve in an advisory capacity to the Board of Regents and Ohio's colleges and universities. This Council should be charged with focusing attention on the implications of current enrollment projections and on their clear relationship to the major planning issues set our in this Master Plan.

THE CONTINUING AGENDA: OTHER ISSUES

This Master Plan addresses many of the major issues that will challenge higher education in the years ahead, responding to those issues with objectives and recommendations that are designed to strengthen our system of colleges and universities.

In the preceding chapters and chapter summaries these issues, objectives, and recommendations are discussed in depth. But there are also some other matters pertinent to the future of higher education which must be considered as parts of the continuing agenda.

The possibility of Faculty collective bargaining is one of the most important issues facing higher education. The Board of Regents plans a careful study of this issue and will follow-up with recommendations to the General Assembly. Similar in-depth studies are also needed to assure effective planning in the areas of proprietary (for-profit) and occupational education.

The problem posed by inadequate preparation of students entering our colleges and universities has been cited in the Master Plan, along with recommendations for campus-level actions to deal with it. In this area of concern, there is a need to develop a closer working relationship with the Ohio Department of Education so that a long-term solution can be developed through cooperative efforts. The redesign of teacher-education programs also remains a continuing agenda item of great importance; it will continue to influence the shape and cost of teacher education in the years ahead and must figure prominently in future planning.

Increased cooperation among higher education institutions is another agenda goal. This is particularly important in the area of research, where cooperative efforts in energy and health research are already underway. These activities should be expanded and efforts made to identify other opportunities for cooperation.

This Master Plan has not sought to discuss all matters of importance to higher education. Instead, its aim has been to identify and focus principal attention on a number of fundamental issues of overriding significance to which state-level policy attention must be drawn in the years ahead. Many other matters of importance are left to the continuing effective efforts of our colleges and universities.

Nor can a master plan anticipate all of the issues that will affect higher education in future years. Our society is characterized by rapid change, and this continuing process is certain to produce other challenges for our colleges

and universities. The Board of Regents, working closely with individual institutions, will be alert to these challenges, responding to them with careful study and planning.

In concluding this Master Plan, it is important to emphasize that it sets forth a continuing agenda. As such, it is not a static document, but one important element in the ongoing planning process.

Now that this agenda has been set, the task of working through it must begin.

Ohio Board of Regents
Columbus, Ohio 43215

FORUM

ISSUE: WHAT ROLE AND WEIGHT SHOULD STUDENT EVALUATIONS HAVE IN AN APPRAISAL OF A FACULTY MEMBER?

The JOURNAL's "Forum" examines the issue of the use of student evaluations to appraise faculty members. The arguments are advanced by Kenneth Olcott of Lorain Community College and C. Wayne Jones of Southern State Community College--both of whom have done considerable study and work in collegiate evaluation programs.

EVALUATIONS ARE WORKING AT CROSS PURPOSES

Kenneth Olcott

With the possible exception of the American political establishment, no sector of our society has bet contemporary demands for "accountability" with more reticence, resistance, and alarm than faculty in institutions of higher learning. To be sure, there is justification for some degree of distrust, but, clearly, such demands can no longer be dismissed. Its consciousness having been raised by the Naders, Woodwards, Bernsteins, and others, the public no longer willingly accepts rhetoric instead of action, explanations instead of quality. We are, all of us, accountable for what we do and how we do it.

Unfortunately, on most campuses the response has generally been to throw together vaguely defined and haphazardly instrumented systems of evaluation. The thinking seems to be that quality instruction can be ensured by collecting and disseminating inchoate masses of data (or should that be "input"?) from administrators, peers, students, the faculty themselves, and even (one begins to suspect) with a kind of electronic mysticism, from the busy circuits of some inscrutably omniscient computer.

Worse, there seems to be no clearly defined policy at most institutions on just how these various forms of evaluation are to be used. Are they, in fact, designed to help instructors improve the quality of their instruction, or are they merely a means to determine who merits tenure, promotion, or salary increases? And therein lies the source of an often silent but nonetheless pervasive distrust by faculty of the entire evaluative process.

While it is certainly important to see faculty evaluation as a part of the process of determining a faculty member's competence as an instructor, it is more important to view it as a means to improve instruction--to providing better education for our students. The apparent dichotomy between the purposes for which evaluations are intended is itself counter-productive. For so long as faculty perceive an evaluation procedure as essentially a means of establishing a punishment/reward structure, they are unlikely to be able to use it as a means of self-improvement. Indeed, some studies have shown that when evaluations are so perceived at least some faculty will tend to "teach to the instrument," to alter (most often for the worse) their usual teaching methods and approaches to elicit the most positive kinds of responses. Kenneth O. Doyle, Jr. has argued persuasively that some distinction between the purposes of evaluation is necessary because" ... the questions to be asked and the rigor demanded of the answers are not necessarily the same for all purposes, nor are the ways the data should be used the same." However, he hastens to add that such distinctions are at the same time undesirable "because they can imply artificial and unintentioned differentiation among faculty improvement, utilization, and reward." As he concludes, the distinctions can only be blurred or eliminated when better means of evaluating faculty effectiveness are found.

Certainly it is not within the province of this article to describe some ideal system of evaluation. However, a brief examination of the kind of system commonly in use at present may lead to some helpful generalizations. Consider the typical two-year college evaluation program. Let us assume that there is an institutional requirement that all faculty be evaluated regularly (at least yearly) by administrative supervisors, peers, students, and themselves. Most commonly each department or division within the institution will adopt some form of summative student evaluation, the results of which can most easily be codified and reported by computer processing; a less structured peer and self-evaluation instrument; and generally, a semi-structured form for supervisor's assessment. The mass of results are then most usually collected by the responsible administrative supervisor, made accessible to the faculty member (in whole or in part), and, when necessary, utilized by appropriate boards or committees when retention, tenure or promotion is at issue. The result--a flood of data, most of which is utterly useless to the faculty member seeking means of improving his teaching. The reasons are many: blanket student evaluation instruments are usually generalized to subsume the variety of courses and disciplines in a department/division, are rarely designed to provide the instructor with the kind of information about his teaching approaches and course material that will enable him to enrich it, and are never comformable to individual differences in personality, practice, and classroom presence. Neither peer nor supervisor evaluations can tell much about what actually goes on in the classroom, and self-evaluationa can at best tell others what an instructor thinks he/she is doing. The mass of "inputs" is then put into some kind of interpretive hopper and winnowed out to provide judgments about teaching effectiveness. Everyone involved in the process--most importantly, the instructor--comes to view the intent of evaluation almost solely in the light of punishment/reward. The point of evaluation as a means to improve instruction gets somehow washed away.

What then can be done to refocus the evaluation process so that it can serve the needs of both purposes--so that it can provide meaningful judgmental data

for administrative needs and at the same time give the instructor the kind of insight into what he is doing well and what needs improvement that is essential to real professional development? One suggestion that would seem to emerge is that each faculty member be able to tailor the student evaluation instrument that he uses to the kind of course he is teaching and the kinds of objectives he has set. That kind of tailoring can be accomplished through conference with supervisors and/or professional personnel (in most cases, fellow-faculty members).

Cooperative instructional development efforts can be fostered or reinforced to provide objective and constructive critiques of texts, syllabi, and classroom performance. Most important, the administration and faculty leaders must work together to establish clearly an atmosphere wherein the two different purposes of evaluation programs will be perceived more in their commonality than in their divergence, where the objective of determining a faculty member's competence can be seen as consistent with the objective of improving instruction. Those objectives can only be achieved by implementing an evaluation procedure that focuses on student achievement and satisfaction at the same time that it focuses on faculty development and satisfaction. The program must be both systematized and yet flexible enough to accommodate individual teaching differences; above all, it must provide a means whereby both student and teacher can determine whether the student has in fact learned what he was supposed to have learned. For any evaluation program will be useful only insofar as it provides an adequate data base and is viewed by the faculty as supportive of the instructional process rather than as a potentially punitive judgment. As Clare Rose, President of the Evaluation and Training Institute of Los Angeles, has observed: "A faculty evaluation program must be considered a failure unless it contributes directly to the improvement of student's education. Assessing the competency of the faculty's teaching effectiveness and improving instruction, the two purposes of such evaluations are both essential to the goals of higher education." Thus can we account ourselves to the public we serve; thus can we be aided in providing action instead of rhetoric, quality instead of explanations.

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THE ROLE OF STUDENTS IN FACULTY EVALUATION

C. Wayne Jones

Much has been written about the concept of evaluation. **The Hammond International Dictionary** says evaluation means "to appraise carefully." Some educators have defined evaluation as a process of comparing the results to the objectives or the degree of attainment of objectives. There are many ways of assessing teacher's behavior. Some of the more common ways include self-evaluation, student evaluation, and colleague evaluation. At Southern State General and Technical College the evaluation process currently does not include mandatory student evaluations. However, the faculty members are encouraged to make use of student evaluations for their self-improvement.

As Richard I. Miller states in his book, **Developing Programs for Faculty Evaluation**, student evaluation is probably the most significant component in evaluating classroom teaching. He hastens to add, however, that the use of several components are preferable to any single one item. He also shows that the studies by Burton (1976) and the American Academy of Arts and Sciences (1971) clearly indicate students can evaluate instructors fairly receptively.

Regardless of the procedures and forms used in the evaluation process, the objectives of faculty evaluation are fairly standard. Some colleges state that assessing teacher effectiveness and identifying the varying contribution of each instructor to the development of the institution is the primary objective of their faculty evaluation. Other institutions state the major purpose of the evaluation process is to permit the evaluatee to document satisfactory performance and to identify opportunities for improvement. Regardless of the way the objective is stated, evaluation should be conducted in a professional atmosphere and should be clearly understood by all involved that it is for the puspose of improvement.

Evaluation by students should be a major part of the total evaluation process. Students should have the opportunity to rate their instructors anonymously. Teachers will find student evaluations will provide far more insight into their ability as a teacher than they would have originally thought possible. Whether the instructor feels the students are right or wrong is not the issue, as far as their class is concerned; but what the students think or feel about the instruction they have received is the real key. Regardless of who is doing the evaluating, the attitude of all participants involved should be that evaluation is something we do **with** others--not something we do **to** others.

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PLUS ONE

EDUCATION/WORK POLICY: A NEW IMPERATIVE, A NEW PROSPECT

Willard Wirtz

America's traditional separation of education and work can no longer be tolerated. "In fact," says Mr. Wirtz, Secretary of Labor from 1963 to 1969, "there is no alternative to bridging the gap between them other than the decline and fall of democratic capitalism's enlightened empire." Here is the continuation of his analysis and recommendations, taken from the introduction to THE BOUNDLESS RESOURCE, an influential new book. [From the PHI DELTA KAPPAN, September 1976, with permission.]

To look carefully at this bridge building over the traditional gap between youth and maturity is to realize that the two worlds of education and work will be drawn together significantly only as it is recognized that this offers at least as much promise to the enhancement of adulthood as it does to the improvement of youth. The considerations here are rooted as much in political pragmatism as in philosophical humanism. Vast opportunities exist both to enlarge the human prospect and to increase the value to the economy of the human resource by extending the educational privilege to include adults as well as young people. As a practical, political matter, however, the new processes essential to an effective interrelationship of education and work can be achieved only through the organization of a working majority who can identify some self-interest in the process. The acceptance of meaningful education/work policy depends on identifying and mobilizing a coalition constituency for change.

To love life greatly is to realize no less clearly that for many people it would make as much sense if life were lived the other way around: so that we came shuffling into at age 75 or 80; went first through those 10 or 15 years nobody has yet figured out the use for; moved after that rough initiation on to 40 years or so of reasonably satisfying, if not easy, productiveness; entered then the doors to 12 or 18 years of exciting learning and discovery; topped this off with a few years of love but little consequence; and had the doctor at the end of it pick us up by the heels and pat us goodbye instead of hello.

Impious fantasy, of course. Not, however, with imagery's license, without its point. For putting life into three time traps - education, then work, then obsolescence - is a human convention that became reality because it first became custom.

A century ago, when universal education was part of a vigorous young nation's boast before the world, there was good reason for making schooling something everybody completed before moving on to whatever was to follow, never to return. There is no reason at all for this now. What was original good sense has become a frustrating and expensive anachronism.

The education that was the subject of principal consideration in the mid-nineteenth century was largely elementary learning, covering only those essentials that obviously have to come at the beginning. It was decided that 10 years of it would be about right, which happened to coincide with the physiology of the strengthening of a boy's arm and back muscles and a girl's coming of child-bearing age. The logical place for what education meant then, for most people, was right at the start, and there was no place for any more later.

Today the educational norm is not 10 years but 14 to 16, and it covers a good deal more than the basic three R's. It is by no means clear that what is now being covered can be best absorbed by every human system at one long sitting. It is clearer that it can't be. One of the inevitable incidents of the innovations being made in the school-to-work area will be the abolition of the shibboleth that everybody should "stay in school until you're finished." That idea has already crumbled and cracked to the point that it is now held together mostly by a combination of administrative convenience and false parental pride and concern.

A next order of business is working out the arrangements by no means simple, yet not all that hard for permitting and even encouraging those young people for whom it makes sense to build a considered bread into their academic sequence; so that they move out of school for a year or two, occasionally even longer, and then move back in. One of the most interesting recent

developments, its implications still little recognized, is the tuition-refund practice being followed by more and more large corporate employers. Under this practice, employers reimburse workers for the tuition costs of work-related study.

A more basic change is called for in the nature of the adult experience. To an extent considerably exceeding our realization of it, most of us take work as a given, something that exists and develops as the consequence of forces outside our control. In this sense we think of it differently from the way we think about education. Education we recognize more as within our jurisdiction, and so to be adjusted to work. This concept of work is wrong to begin with, and stands in the way of fully rational education/work policy making. Because the changing nature of work is insufficiently recognized, the tendency is to develop vocational and even career educational planning around meanings that work may already have lost.

In brief, some kind of provision for interspersing the earning and learning of a living, for interweaving employment and self-renewal, is going to have to be recognized as the essential condition for an effective career as worker, citizen, or human being.

These prospects are only barely suggested by what has been thought of so far in terms of adult education. There are, to be sure, impressively large figures, in the tens of millions, for the numbers of adults taking courses of one kind or another that come within this description. A significant amount of this is going on, and here again it will be this already developing experience that offers the basis for future building. But on closer scrutiny it turns out that the very large part of what is covered by these impressively large figures is either (1) training taken to improve people's competence in whatever they are already doing, or (2) some comparatively narrow and superficial exposure to essentially peripheral interests. Both are important. But they don't even touch on the really basic elements in this situation.

Two other sets of relevant figures have the infirmities that all isolated statistics and facts are prey to. They do, nevertheless, come closer to suggesting both the important truth that life has become divided into the time traps of youth for education, adulthood for work, old age for nothing, and also the dimensions of the prospect for doing something about it.

Consider: There are 51 million adults in this country today who have had fewer than 12 years of formal education - that span of education available to all Americans, provided they take it when they're young.

Less precisely but more significantly: Seventy-five years ago, at the turn of the century, waking hours for the vast majority of adults were completely dominated by the demands and rigors of making a living and raising a family. Moreover, most people, men and women alike, were engaged in substantially the same occupation when they approached the end of the adult experience as they were at its beginning. Today, however, (1) earning a living and raising a family occupy - for men and women alike - **about one-third** of an adult's waking hours; (2) most women will have only two instead of five children; and (3) most men will shift from first one to another to a third occupation to earn their livelihoods. In 1900 at least one parent was dead before the youngest child reached the age of 21. Today most parents can look forward to about two decades of life after the last child has grown up and moved away.

Other figures offer a different insight into what is happening here - the extra-ordinary rapid rise in the "educational attainment level" of adults. In 1970, 10 million men and women in the American work force (one out of every

eight) had completed a college education or more; 10 years from now, this will have increased to 19 million (about one in five). Conversely, where in 1970 there were about 14.5 million Americans with only an eighth-grade education or less, this will have decreased by 1990 to about 5.6 million, one out of 20. This change is even more rapid among women, including both those in and those outside the work force as it is customarily measured.

These figures suggest, but only suggest, future changes in the nature of work and of the adult life of which work is still an important but no longer a possessively dominant part. That in the light of these changes education should still be provided as a service available most exclusively to the young is an anachronism and a scandalous waste. We haven't the vaguest notion of the number of people (only that it is exceedingly large) who come someplace between the ages of 25 and 50 - to a point of significant realization that they ought to be on a different career course, not just as a matter of boredom or frustration or some kind of whim, but as a calculated judgment about improving their worth both to themselves and to the whole system. Sometimes this conclusion is the dictate of external circumstance: A machine is doing now what the individual had been doing before. Sometimes it is merely the delayed effort to find out more than was clear the day after graduation (or some less dignified academic exit) concerning what the individual's real capacities - and interests and desires - are. Perhaps even more frequently it is a case where years of on-the-job experience have brought a person to the point that a year or so of special training would mean an enlargement of his or her value.

It is a strange system that makes no provision for the educational renewal opportunities which would give these midcareer decision points the meaning and significance they ought to have. Nor is there any good or sufficient reason for this. Other comparable countries now possess fairly fully developed arrangements, provided by both practice and law, for promotional leaves of absence for those who have spent some considerable time in the work force. There is precedent elsewhere, too, if there are to be periodic cycles of unemployment, of institutionally arranging for an expansion of educational and training programs during periods of recession and of contracting these programs when the demand for labor increases.

Both the need to extend an education/work policy to the adult years and the promise that such an extension offers become plainer when the particular interests and situations of three large groups - women, racial minorities, and older people - are considered.

We have given little attention to what is actually involved in the recent move to accord women equal employment opportunities. Coming, by no means just coincidentally, with a sharp reduction in the amount of women's time that goes into child rearing, this presages a vast increase in women's effective demands for jobs previously reserved for men. It also foreshadows, by consequence, a large movement of men away from courses they had previously set for themselves and indeed embarked on. The effect of this will not be confined to changes in entry-level hiring practices. Both among women preparing themselves for different kinds of occupations from those they had originally expected to enter, and among the displaced men moving to something else, there will be substantially increased demands and need for adult education and training programs.

Similar obligations remain to be met as part of the national commitment to end discrimination on account of race. To go behind the superficial statistics sometimes used to show recent gains in the economic and employment

circumstances of blacks and other racial minority groups is to encounter grim evidence of what is obvious even without these figures: that meaningful equal employment and earning opportunity depends not only on equal but on compensatory educational opportunity. Providing this only to those members of minority groups who are young is to deny to about 15 million minority adults in this country any significant benefits from an ending of bigotry that was unconscionably long in coming.

In time, too, we must develop in this country an effective political consciousness that will insist, as a matter of equality, on guaranteeing a significant opportunity for educational renewal to the five million Americans who "retire" each year, with an average prospect of 15 years ahead of them. Those years go mostly now into aimless wandering - the consequence of the national misconception that life's ultimate door prize is **security** and that leisure is an unskilled occupation.

As strong a case may be made for a year or two of education renewal opportunity at age 60 as at age 16. If it is hard to put the case except in humanistic terms, this is partly because there has been no effort yet to determine, or even to think through, the community value of those services the retired could render if only their obvious capacity to serve were developed.

So far the development of education/work policy has been concerned almost exclusively with the needs of young people for work-related experience as part of their education. A comprehensive policy must accommodate with equal concern the adult's need for periodic redevelopment skills, capacities, and interests. It may well be that the greatest enlargement of the human resource will come through those educational reforms that would make the opportunity throughout one's lifetime. It is as important, in short, to build a significant educational element into the adult, or work, experience as it is to build a larger work element into the youth, or education, experience.

There aren't two worlds - education and work - one for youth, the other for maturity. There is one world - life. No new and sufficient meaning of growth - essential both to the vitality of the system and to the significance of the human experience - will develop from building bridges between schoolroom and employment office. That meaning lies, with whatever power its fuller exploration confirms, in developing a lifetime continuum of education and work opportunities.

How real is this prospect?

The answer will emerge from consideration of two different sets of questions. One of these is about whether such a policy - of interweaving education and work more broadly throughout the life pattern - is sound in itself and consistent with underlying human and national ideals, administratively manageable, economically viable. There are the easier, yet by no means simple, questions.

Idealism doesn't really come into issue. Philosophers, to be sure, reach no consensus about the comparative respect that learning and working and recreating are entitled to or about the ultimate harmony among them. There will always be disagreement, too, about the right mix of general and particularized education at various points in the educational curriculum, and about education's ambivalence as both preparation and end in itself. There will be no significant quarrel, however, with the general proposition that reforming the idea of growth and around fuller development and use of the human capacity will yield larger satisfaction from the life experience, which is what idealism is mostly about.

Neither are there any daunting questions here about administrative do

ability. Some of the needs - for adequate guidance and counseling procedures, better manpower requirement and career outlook information, increased attention to work satisfaction, fuller use of available educational technologies are challenges to good management, but these are in no way forbidding. More meaningful individualization of education will require a higher ratio of teachers and administrators to clients, and flexible and part-time work scheduling will mean management headaches; there are also cost items here to be given account. But there are no limiting factors so far as administrative know-how is concerned. The largest problem here is one of broader governance. Enlisting the community, the public, more fully in the enterprise - and developing broader participation instead of relying so largely on the surrogate of representation gets into an area in which the art has been to some extent lost. This isn't as easy in a large society as it was in a smaller one. But democracy's boast that government of the people can also be by them has never been conditioned on the size of the membership.

The economics of education/work policy present larger questions, partly because they have been so little considered. The immediate reaction to a suggestion involving more of the collective time being spent in education and possibly less (although this isn't clear) in work is, "Who will pay for it?" Who picks up the bill for community internships for youth, sabbaticals in mid-career, and renewal as well as security for those who are getting older? Only work is thought of as productive in the support sense, with the measure of any activity's contribution being whether it can be sold at a price and contributes (by that definition) to the national product. The idea of education as a profitable investment for the society, equity financing effect, is only paid lip service in June commencement speeches. There has been vitually no analysis of the maximally efficient, economic, and high-yield distribution of people's time as between work and education and recreation or leisure - except within the perimeters, and using the parameters, of conventional economic theory. Nobody knows how an econometric model built on an assumption of a vastly enlarged learning industry would work.

The harder questions, though, about the viability of an education/work policy, are those which turn not on the elements of such a polity itself but on uncertainties about the dynamics of social change in general. Where does the leadership come from for a program of change that involves so many different parts of now rigorously categorized life, reaches this far into rigidly institutionalized structures, disturbs this many comfortable bureaucracies, demands that things be done differently not only at national but perhaps even more at local community levels? How, even more basically, is there to be the mobilization of the society's membership - without which leadership is impotent that will permit a coalition constituency to develop a working majority in support of what superficially appear to be sidely desparate interests?

These are in large part questions about the democratic polity that reach entirely beyond the limited grasp of this particular consideration. What is here is, in significant measure, an expresion of faith that the American ideal is still capable of drawing on its wellspring and that there is both a desire and a purpose among enough people that there be this enlargement of education and work - which are both system forces and human values. This faith is emboldened today by the perhaps less elevated to this course except to enter deliberately upon the decline and the fall of democratic capitalism's enlightened empire.

There are three critical elements - interrelated but different in character - of a strategy of change:

First, only a **comprehensive** education/work policy will be effective - one covering both the improvement of education by a larger infusion of the instruction of experience and the enrichment of life's full experience by the opportunity for education's renewal. The pragmatic consideration here is the necessity of developing a working majority to support this change.

Second, this comprehensive education/work policy will be most effectively developed by a deliberate identification of already established beachheads of consensus regarding particular programs and then by enlarging these beachheads until a broader front for large change can be established.

Third, a meaningful education/work policy can be effective only as **collaborative processes** are devised to both develop and implement the program elements of such a policy. The superior opportunity for this is at the local community level.

What these three elements have in common is that they relate not just to building better bridges between two worlds, of education and work, but to integrating these forces in the one world of community - and life.

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REACTION

REACTION TO OATYC CONFERENCE – NOVEMBER 5 - 6, 1976

Peggy Bensman

The JOURNAL encourages letters and articles of reaction to its content, its policies, and to the OATYC and its activities. The following response comments on the OATYC Convention of 1976.

For the past two years, I served on a panel relating to health for the Ohio Association of Two-Year Colleges Conference. The panels on which I participated were geared toward meeting the needs and interests of all instructors involved in health programs and for administrators in colleges which

conducted health programs. The attendance for the panel presentation in 1975 was small and in 1976 no one attended. This would seem to indicate a need to investigate whether programs relating to allied-health education should be included in future conferences, and if so, how might attendance be increased.

Perhaps there is no need for programs relating to allied-health education. This group of educators may have their needs for continuing education met by other organizations. I am aware that in nursing education many excellent programs are available through the nursing organizations. One way of determining needs for programs relating to allied-health education might be through a questionnaire to directors of each type of allied-health education in all two-year colleges in Ohio. If little or no need for programs is expressed, the OATYC might better concentrate their resources on areas in which there is an expressed need.

At the 1976 conference, two problems existed which may have contributed to the lack of attendance. The titles of programs to be presented were not published in advance; therefore, people may have been reluctant to invest time and money in an unknown program. Advance publicity would hopefully stimulate interest. The other problem which may have contributed to lack of attendance at the Saturday morning panel was the fact that the business meeting extended beyond the scheduled time. Improved scheduling and adhering to schedules could help to overcome this problem.

Another general area which should be investigated is duplication of efforts by various organizations. During a period of approximately one month, conferences were held by the Ohio Association of Two Year Colleges, Ohio Vocational Association and The American Technical Education Association. Many of the programs offered by the groups were similar. Faculty responsibilities and economic considerations preclude most faculty members from attending more than one meeting within this limited time frame.

It might be wise to establish a liaison committee with representatives from organizations whose objectives appeal to the same groups of individuals. This committee could investigate the advantages and disadvantages of uniting within one organization. If this were not deemed feasible, at least cooperative and coordinated planning for conferences could be accomplished.

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FINAL NOTICE:

Only if we can enroll enough new members or obtain sufficient advertising to offset the higher costs of paper and printing will OAYTC be able to publish a Fall **JOURNAL**. Your officers are open to any direction, advice, or help that you might volunteer.

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The **Journal** encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The **Journal** is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are fifty-one solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed double-spaced and of approximately 1,000 -3,000 words in length. All submissions must be accompanied by a stamped self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ x 11 paper. The name and address of the contributor should be on the back of all art copy.

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Submission deadline for the next **Journal** is August 1, 1977.

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